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WONDERS OF WRITTEN LANGUAGE

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In written language there resides a most marvelous faculty. Speech is wonderful because of the diversity and efficiency of the sounds which it employs. Written language is wonderful because of the accuracy of its power to record every utterance of speech by the use of twenty-six simple characters. It secures the immortality of speech, and embalms for all time articulated or unarticulated thoughts. It reproduces scenes of the past, and perpetuates the history of ages in every library and in every home where books are read. By the glowing page the mind's theatre is lighted, and the pageants of the world's dramas march through with pomp and glory. By this art all the performances of genius are made enduring, and heroes of learning become victors over time.

No one ever understood letters intuitively. It is not an inductive art; it must be studied and learned. It is quite possible that the method of rendering thought visible by pictures and symbols may have been an invention of man. The Egyptians and other peoples had the practice of such ideographic writing. But such an imperfect method is widely different from the system of alphabetic writing. The one rudely employs characters expressive of isolated things, and as multiplied as the different objects intended to be pointed out. The other employs a few specific characters, and with facility combines them so as to express accurately every thought of the human mind. The agencies are few and simple, but their power is so astonishing, their combinations so unlimited, and the whole system so perfect, as to impress us with the conviction that alphabetic writing is a divine art taught by Omnipotence to man. The first specimen of the art may have been inscribed on the tablets of stone given to Moses. It is said that the Assyrians were a more ancient people than the Hebrews, but no one has shown that they had a written language.

It is also claimed that the Hebrews derived their alphabet from some older nation—perhaps the Phœnicians or the Egyptians. But investigation proves that the Egyptian method of writing was hieroglyphical, and never purely alphabetic. It is so with the Chinese; and the system continues the same with them to the present day. Their writing is wholly symbolical. It is "an artificial structure which denotes every idea by its appropriate sign, without any relation to the utterance." No instance is known where a man, or any set of men, ever invented a perfect alphabet or system of letters. Yet when Moses had learned the art, and descended from the mount with the two tables, his alphabet was perfect, and no iota has been since added or abrogated. There are frequent notices of the art of writing in the Scriptures after the supernatural inscription of the law on the tables of stone; but there are none before that event, except two brief instances, which, on examination, do not prove to be exceptions. De Wette remarks: "With Moses, the author and lawgiver of the Hebrew State, the introduction of the art of writing among them may well be assumed as commencing." Ewald, in his "Israelitish History," says: "That writing was practiced at the time of Moses the two tables of the law prove beyond contradiction." An English writer observes that "God, who first gave to man the power of expressing his thoughts in words, taught him this wonderful method of embodying fleeting sounds and perishable ideas in mysterious characters, with which they have no original or natural connection."

Writing on lead is alluded to in the book of Job. Leaves, papyrus and parchments were used in olden times; and writing on paper is an invention of no greater antiquity than the fourteenth century.

The date of the earliest phenomena of alphabetic writing is a point much debated by the learned; but, for the most part, it is conceded that there is no Greek prose writer on record until about the year 544 before the Christian era. Homer lived several centuries earlier, and his poems were written by himself. How could the "Iliad," containing 16,000 lines, or the "Odyssey," containing 12,000 lines, be brought down in such perfection through the lapses of centuries by mere oral and traditional communication? Besides, there

are various allusions in those productions to written language, and to the sealing and unsealing of letters. Josephus alludes to the boast of the Greeks, that they had learned letters from Cadmus; but he asserts that they have no monumental inscriptions older than the siege of Troy, and no book older than the poetry of Homer. This line of investigation shows that the earliest traces of alphabetic writing among heathen nations date about nine hundred years anterior to the Christian era. It is altogether probable that the art of writing was learned by them from the Jews, and passed from them to the heathen world in the days of Solomon.

What had been the state of the world had the knowledge of letters been withheld from the world? We may in some measure imagine as we think of the gloom of those centuries, called the Dark or Monastic ages, when the minds of men were shrouded in ignorance. The monarchs of Europe were generally unlearned men; many abbots and bishops were unable to write; and it was rare for a layman, even of highest rank, to know how to sign his name. Such was the merit of the art of reading, that laymen who understood it, though charged with heinous crime, could claim thereby "the benefit of clergy," and remove their trial from a civil tribunal to an ecclesiastical court, where they were usually acquitted.

Written language is the channel of intelligence through which thoughts from one enlightened mind flow, as from a fountain, to the minds of other men. It is the well-ordered instrumentality for the enlightenment of the world. Had the art of printing been employed, and had knowledge been generally diffused, the Dark Ages would have been ages of light.

We read of the wondrous monuments of Egypt and of the chiseled and painted "literature of the Nile!" But, after all the applications of science, how brief are their annals, and how unsatisfactory their mysterious inscriptions! Whatever meaning has been extracted from the quaint signs which has so long and so laboriously been the study of *savants*, they still leave the world in darkness and conjecture as to that ancient land where they are found, and few, comparatively, are the eyes that are privileged to look upon those old and stationary archives.

But by means of written language every man has, or may have, a wide and permanent acquaintance with the loftiest mental achievements of his times and of all prior ages. He is debtor to a more extended circle than otherwise it had been possible should converse with him. He is heir to all the great and wise who have lived before him, and he is a nobler and better man for the advantages of the inheritance. Breadth of thought, expanded sympathies, humane dispositions, and an unselfish ideal of life, are the natural effects of such advantages. It had been impossible for him, in his present state, to have advanced to the perfection of his mental capacities without the aid of written language. The purpose of the great Giver in the bestowal of those capacities would have been frustrated, scientific investigation and philosophical reasoning would have been unknown, and useful knowledge in a large part undiscovered.

Indeed, we owe to written words the preservation of the doctrines of revelation, which are of the highest interest to humanity.

There are three methods of making thoughts visible—gestures, pictures and word-writing. In the early stages of cultivation, when words are scanty, gestures or signs are aids to expression. In gesture-language there is always a relation between the sign and the idea intended to be expressed. With mutes the language of signs has been brought to great perfection; but its advanced state and efficiency are largely due to the help afforded by written language. There are several stories related of attempts to ascertain what language a child would speak if untaught in any. One of them is referred to in the life of James IV., of Scotland. Another is related in that of an ancient Mogul in the East, who caused twelve children to be shut up in a castle and to be brought up by twelve dumb nurses. A mute porter kept the door. When the children had reached the age of twelve years, the Great Mogul had them brought before him, and all the learned men who could be gathered were present. Among them were Chaldeans, Arabs and Hebrews. It was predicted the children would speak the supposed original language—the Sanskrit; but when brought before the Emperor and the *savants* they could speak no language at all. The ac-

count adds (Castron, Hist. Gen. de l'Empire du Mogol, p. 359. Paris, 1790). "They merely expressed their thoughts by gestures which answered the purpose of words. They were so savage and so shy that it was a work of some trouble to tame them and to loosen their tongues, which they had scarcely used during their infancy."

Picture-writing is found among savage races in all parts of the world. Such inscriptions exist on cliffs in Mexico, so high that one cannot imagine how the ancient sculptors could have climbed there. Humboldt asked the Indians of the Orinoco who it was that sculptured the figures of animals and symbolic signs so high on the cliffs above the river. They answered that "at the time of the great waters their fathers went up to that height in their canoes."

Picture-writing was employed by the Egyptians. The Coptic language is the modern Egyptian language, and, as stated by the early Christian fathers, is the same as demotic or vulgar Egyptian, though written in a different alphabet, chiefly borrowed from the Greek. When the Coptic language became obsolete it made way for the Arabic.

The most interesting specimens of picture-writing are found among the wondrous monuments of the Nile. Excepting Palestine, there is no country so rich in reminiscences of traditional grandeur as Egypt. From early times the Christian and the scholar have desired to search her history. Compared with the antiquity of hers, Greece and Rome are only modern names. The myths of Greece point toward the Nile for their origin. The Roman power arose centuries after the dramas of Egyptian events had ended. Herodotus, the father of history, and Homer, the patriarch of poetry, flourished when the traditions of Egypt were already old. As the veil has slowly lifted in late years, the disclosed mystery of the Egyptian sculptures has begun to thrill the world. These old symbols, concealed by so many ages, are now partially persued, and thereby Greece and Rome are humbled, for they had no key to unlock these treasures and no art by which their mysterious language could be deciphered. There were gigantic temples, lofty obelisks, grand colossal and primeval pyramids in Egypt, which Herodotus and Plato beheld, but they looked on them in mute and baffled wonder. The pictures and hieroglyphs on them conveyed to their inquiring gaze no information. The meaning was alike hidden to their Gothic successors. But the diligence and study of modern scholars have to some extent penetrated the darkness and discovered the import of the occult sculptures. Zoega, a Dane, first made perceptible progress in this pursuit. He was aided by a knowledge of the Coptic tongue and by Greek traditions. He found differences between pictorial and symbolic signs, and conjectured the existence of phonetics.

This was starting on the right road; but new and discouraging difficulties appeared when the French *savants* gathered such ample and inexplicable materials from the valley of the Nile. Despair of further progress supervened. In this extremity a slab called the "Rosetta Stone" was discovered in 1799 by a French artillery officer. It kindled new hope. It contained a triple inscription—the first in hieroglyphs, the second in demotic character, and the third in ancient Greek. The Greek inscription was "mended and translated," but the others baffled the scholars. At length it was discovered that symbolic signs existed in the demotic inscription, and phonetic signs existed in the hieroglyphic inscription. From this stage the translations went forward, and numerous obelisks, slabs, rocks and tombs have given up their long kept secrets. Historic, personal and public events are found to be the subjects of the inscriptions; but those old stony-hearted archives are strangely silent touching matters of which it was most hoped they would speak. "Nothing is noted in relation to the intercourse of the Hebrews with the Egyptians."

The miraculous guidance of an enslaved people out of bondage is not mentioned in the monuments of the Nile. Nor is there any intimation of the visit of Abraham, nor of the vice-regal sway of Joseph, nor of the career of Moses, the Egyptian prince who identified himself with an oppressed people. It would appear that the proud Egyptians disdained to perpetuate the history of these affairs, so derogatory to the national vanity, in their monuments and inscriptions. These were used to display royal and noble names, the exploits of warriors and the number of their captives. Nu-

merous tomb-inscriptions narrate the genealogy, private life and duties of priests and priestesses, and of the wealthy and noble of the land. In a line of fifty-six miles no less than sixty-nine pyramids are found, and the several layers of these time-defying structures correspond in number with the years of the reign of the monarchs by whom they were respectively erected.

It was for a long time assumed that several languages were primitive and independent of each other. Especially was this asserted of the Greek language. But the science of comparative philology, which has lately been developed, shows that the assumption as to the Greek language was incorrect. It certainly cannot be predicated of the English language, nor of numerous other languages. The Greek and Latin, it is now agreed, are only members of a great family of languages having a common origin, and such is undeniably the fact in respect to all the Indo-European dialects. The Semitic tongues, which were supposed to belong to a separate family, have also elements kindred with those of the later languages.

Thus it is that the few letters of the alphabet are the primitive constituents of all the written languages of man! Were we to attempt it we could not measure the influence of this instrumentality on the welfare of the world. What facility and impulse has it given to study and the dissemination of truth! How has it advanced the interests of learning and civilization among men! How have culture and science flourished by the aid of this primordial provision for expressing and preserving human thought! And what wealth of wisdom was displayed when the Omnipotent Creator bestowed the gift of alphabetic writing on man, which is the sufficient and so necessary art for recording and transmitting through all generations the gathered wisdom of the world, and the imaginations of the thoughts of the human mind!—*Christian Advocate*.

ON COMPARATIVE LINGUISTICS AND THE CELTIC NATIONS.

BY CHARLES A. SCHLEGEL.

Though ever since the days of Greece and Rome languages have been learned and used with great success, the science of comparative linguistics is of the latest date, and like all contemplative science, it was born in Germany. Before Leibnitz philology never amounted to more than a reading of Greek and Latin authors, who were justly regarded as models of a good style. Leibnitz was the first who extended the narrow limits of philology, but not prior to the researches of Wilhelm von Humboldt, Bopp and the brothers Grimm can we speak of a real science of linguistics, based upon facts and comprehending not only the speech of a few civilized nations, but the utterance of savage tribes even in countries that were for centuries a *terra incognita*. In the year 1816 Bopp published a work on the conjugation of Sanscrit, Persian, Lithuanian, Greek and German, the predecessor of his immortal master-work, the "Comparative Grammar." In 1819 appeared the celebrated German grammar of the brothers Jakob and Wilhelm Grimm. Since, many younger scholars, above all Schleicher, who, unfortunately, died in his 48th year, have contributed to the labors of the great masters.

Observing minds were always struck by the similarity of many words in different languages, but their observations were without method, without a basis. For example, Johnson, justly honored as the father of English lexicography, derives the word "porcelain" from the French *porcelaine*: that is, lasting for a hundred years! This appears ridiculous to us now, since Mahn taught us that the real origin of the word is through the French "porcelaine" from the Italian "porcellana," and that this word, for the first time used by the celebrated traveler Marco Polo from Venice, in the Thirteenth century, is formed from the Latin "porcellus," diminutive of "porcus," applied to the snail, from which porcelain was supposed to be made. Johnson spells *could* with an *l*, as it is still spelled in our *dry*, from an erroneous analogy with *should* and *would*, both containing an *l* as a portion of their root; but a knowledge of Anglo-Saxon and the other Germanic languages would have taught him that the root of *could* never contained an *l*, and consequently no *l* should be used in this word. We laugh about a philologist like Johnson, who had no knowledge of the history of his mother tongue, and

beyond the usual dead knowledge of Latin and Greek was conversant with no other language of his time; but what shall we say of the learned English scholar of the days of Bopp and Grimm, who derived *fox*, the good Anglo-Saxon word, from Greek *λύξ* by changing *αλφες* into *λοφες*, *λοφες* into *οφες*, *οφες* into *οφες*, *οφες* into *οφες*, *οφες* into *οφες*! Everything with such scholars is from Latin or Greek. As well might they derive every word from the letters of the alphabet; and how ridiculous are those narrow-minded gentlemen who profess to be philologists but protest against the teaching of modern languages, especially of German, as if a person could be a scholar without knowing even those languages that constitute his mother-tongue.

One of the most important laws that became a safe guide in etymological research is the law of interchange or progression of mutes, called Grimm's Law, from the name of its great discoverer. A careful comparison of the Germanic, the classical languages and the Sanscrit gave sufficient ground to suppose that these languages were sisters, descended from the same original stock in Asia, since the roots of the most common words of them were found to be the same, but there was a striking difference between the Germanic on the one side and the other Indo-European languages on the other side. It was Grimm who discovered that the difference consisted in a regular interchange of mute consonants of the same articulation. In dividing the mute consonants into three classes of articulation, into Labial, Palatal and Dental, and each class again into Tenues, Aspirates and Sonants or Mutes, we get:

1. Labials: p, f, b.
2. Palatals: k, kh, g.
3. Dentals: t, th, d.

Now, in the Germanic languages, mute consonants were pushed forward one step in each class; thus, where the other languages have p, the Germanic usually takes f; for instance, Latin *pater*, Germanic *fater* (Sater); d becomes t, for instance Latin *duo*, low German *tea* (Eng. two). This progression took place a second time, when the Germanic branched off into low-German and high-German, the latter proceeding to the next sound of the same class; for instance, English and low-German *life*, *lef*, high-German *leben* (life); English and low-German *two*, *tea*, high-German *zwei* or *wei* (two).

Similar changes, though less extensive, may be observed in the history of every language, if we compare the different periods of the same language or the different dialects of one main language. Common to all is the gradual loss of inflection, e.g., from the Latin *homines* the French formed *hommes*; the ancient German *habaidedeima* has become in modern German *hant*, in English *had* is all that remains of it. Before such a basis for etymology was discovered, it deserved the sarcastic definition of Voltaire, who said that etymology was the science in which vowels signify nothing and consonants but very little. The derivation of words was mere guess-work, as it still is in many dictionaries and spelling-books, guided only by a coincidence of sounds which lead to mistakes, and even frequently prove that there is no relation between such words. Thus *Teut* and *Teuton* were generally believed to be the original for *tuft* (Dutch), and by some German authors, ignorant of the laws of etymology, spelled *tuft*; but these words are not related to each other, and *tuft* (*deutsch*) cannot be spelled with a t, because the low-German and the Gothic *st* do not become t in high-German, but d. *Diutis*, ancient high-German *tuft*, from *diot* or *diot* is in Gothic *thiudis*, Anglo-Saxon *theodis*, from *thiuda*, *theod*, people, folks, hence *tuft*, meaning popular, belonging to the people, is of the same root as *tuft*; distinctly plain; hence, to point at, whose root is preserved in the English *dict*, meaning assembly. Thus words exactly alike in spelling and sound are frequently from different sources, their equality is a mere chance. The English language abounds in such words, e.g.: the English *arok*, meaning malicious, is the German adjective *arg* (arg), and not the Greek prefix, as dictionaries erroneously state; *arok* in building is through the French *arok* derived from the Latin *aroc*; *arok* in Greek words, *arokhops*, *arokhet*, etc., the animal, is the Dutch *beest*, from the North Germanic (Scandinavian) *beist*, to bellow; but *beest*, an order of the Pope, is the Latin *beula*, originally signifying a water-bubble, with which the seal attached to it bears resemblance.

blance. *Sounds*, the adjective, meaning healthy, is the German *gesund*; *sound*, the tone, and to *sound*, are the French *son*, *sonner*, from Latin *sonus*, *sonare*; to *sound*, meaning to examine the bottom, is through French *sonder*, derived from a late Latin *subundare*, and *sound*, a passage of the sea, from Germanic *sum*, is related with the Anglo-Saxon and Gothic *summan*, to swim. Such resemblance of the form of originally different words is often a consequence of improper spelling or of both misspelling and mispronunciation, as in *cragfish*, from French *crayfish*; *shoot*, from the French *chute*, fall; *contingence* instead of contenance. Such mistakes are pardonable if they are of a popular origin, like *beefsteak* instead of *butcher's*, *bully* ruffian for *barbarian*. The name of the ship on which Napoleon the Great was made prisoner in 1815; *belly-boat* for *bel* et *bon*. *Oyes* is the call by which public criers prelude a notice, and which is also heard in courts of law; it is properly *oyes*, an obsolete form of the French verb *ouïr*, and means *hear*! Thus the French *réinote*, a gentleman's coat, is a mispronunciation of the English riding-coat. On the other hand, words may be spelled and pronounced differently and yet have the same etymological origin; such are *beam* and *boom*, *cadence* and *chance*, *capital* and *chapter*, *facility* and *facility*, *provident* and *prudent*, *ratio* and *reason*, *shell* and *schale*, and many others. In some cases the relation can only be traced through a chain of mutations; so the French *jour* comes from the Latin *diēs*; the latter is originally *diēs*, from the root *diō*, to be light; from *diēs* is formed *diurnus*, in Italian *giorno* (the pronunciation of *g* containing a *d*), ancient French *jorn*, modern French *jour*.

An insight into these changes shows how important it is to spell properly and according to a system, be it to agree with the sound or be it to mark the history of the word; but not as it is in the present English, after an arbitrary usage, satisfying neither pronunciation nor etymology. Thus it is very objectionable to destroy the origin of a word, as was done by Webster and others; for instance, to spell *ardor* instead of *ardour*. The *u* shows that the word is derived from the French *ardure*; so the word *neighbor* is derived from German *Nachbar*, modern German *Nachst*, that is, the one who built near, hence the *u* must be written in English. To *plough* is now spelled *plow* by pseudo-grammarians, ignorant of etymology, the derivation of the word from the German *Plug*, *plügen*, shows at once how barbarous is the new-fashioned spelling. So the English spelling books give for all the French-Latin words of the English language only the original Latin form, without mentioning even the intermediate French word, without which the whole derivation is untrue, and frequently unintelligible. Many will regard all this as useless pedantry, as men are apt to despise what they do not understand; but the fact that the best educated persons in England make frequent mistakes in spelling, causing an entire misunderstanding of written documents, sometimes of fatal consequences, proves the importance of fixing and teaching the orthography of words on sound principles. Memory will easily retain what has been first understood from being clear and regular, while it will fail in everything that is only to be learned mechanically. Human beings are no parrots!

You have seen what vast study it requires to find the way through the manifold changes that the comparatively few sounds of languages undergo to form words for our various notions and ideas; but it is not the form alone that is to be considered. A word may have preserved its audible and its visible form; but it may in the course of time have represented quite a different idea from what it did at first. Thus the word *beam* signified at first a tree, while now it means a piece of wood cut for building. So the German *Bimmer* means now a room, while originally it meant *timber*, which is etymologically the same word. If in the same language words adopt another meaning in the course of time, how much greater the mutation must be when words wander from one language to another. Thus to *walk* in English is the German word *wallen*, which means to full cloth. A *knave* is in English a rogue; however the German *Knabe* (*knabe*) means boy. The meaning of the word *mask* goes back to that of a *witch*. The French word *attendre*, originally to tend toward, means to wait, to wait for, to expect; but the English to *attend* does not mean anything of the kind; it means to be present and to take care of; while other forms of this root, the French *attention*, *attentif*, mean the same as the English *attention*, *attentive*. It will easily be seen how instructive it is to study these changes. They illustrate many a page of history and often teach us the character of nations in comparing what different notions they marked by the same word, showing thus the different views they took of things. What a mutation of notions the Latin *humilis*, low from *humus*, soil, must have gone through to arrive finally at the notion of the French *humble* and the English *humble*; so from the Latin *pensare* to the French *penser*, from the Latin *imbecillus* to the French *imbécile*, from the French *travailler* to the English to *travel*, from the French *journal* to the English *journal*, and what different ideas does the word *pedant* awake in a Frenchman, an Englishman or a German; *un pédant* in French is so much worse than a *pedant* in English or in German. In German, the French word designates a spirit of quarrelsomeness and an arrogant display of assumed knowledge, demonstrating thus how much more the French national spirit is opposed to

anything like a stiff, strict order or exactness than the character of the Germans and the English.

Before I speak to you now more particularly of the history and language of the Celtic nations, I draw your attention to a little map which I have distributed. It illustrates in the shape of a pedigree the mutual relationship of those languages which form the Aryan or Indo-European races containing the languages of the nations which more particularly represent human civilization. I have collected many of their common root-words, which I shall bring before you at another occasion. The original home of the Aryan race is supposed to have been Upper Central Asia. Thence it wandered towards south-east and settled in two neighboring countries in East India producing here the Sanscrit language with a rich literature, and in the Iran or the ancient Persian producing the Zend, but slightly different from the Sanscrit. From this stock emigrations took place towards Europe, the one westward and finally occupying the south of Europe in different branches, known as the Greek and as the Italic or Latin nations, the other in a north-western direction, finally distinguished as the Slavonian and the Germanic nations, the former occupying the eastern countries, the latter the northern countries and the centre of Europe. Now an intermediate position between the two European branches, and extending farther to the west was taken by another portion of the Aryan tribes by the Celts, of whom we distinguish chiefly three varieties: 1. The Gauls on continent of the Europe, including all the nations of France, with Belgium, a part of Spain and the northern Italy with the Alps as far as the Danube. 2. The Brittonic-Cymric variety in England and Wales. 3. The Gaelic variety in Scotland and Ireland. Recently this view of the Celtic family has been opposed by a learned German scholar, late Prof. Holzmann, of Heidelberg. He tried to prove that the Germanics and the Celts were but one and the same nation, and on the other hand that the inhabitants of the British Islands were no Celts but of a previous savage race. The opinion of Holzmann, though demonstrated with powerful arguments, has gained but little ground, and the two greatest scholars in Celtic philology, Zeuss and Dieffenbach, still maintain the other opinion.

The earlier history of the Celts is like that of all nations in antiquity, entirely unknown to us; it is hardly possible to make conjectures from the mythical traditions, usually the invention of poets. More positive views are given through Greek and Roman historians after the sixth century before Christ. Livius tells us that at the time of Tarquinius Priscus, a Celtic king in Gaul sent his two nephews, with a portion of the people, to settle in other countries—the one emigrates toward Germany, the other goes toward Italy, driving before him the Umbrians and the Etruscans. Since that time the Gauls are, with changing success, engaged in war with Rome, which race they besieged under their chief Brennus. Well known are the story of the geese of the capital and the saying of Brennus: *Vae victis*. Woe to the vanquished. Afterward the Gauls took part in the wars of Hannibal, but with the defeat of the great Carthaginian the power of the Gauls was broken, too. In 190 B. C. Gallia Cis-Alpina became a Roman province, and though Rome was once more terrified by the invasion of the Cimbers and Teutons—partly Celtic, partly Germanic tribes—the superiority of Roman discipline and statesmanship, guided by an ambitious genius like Julius Caesar, made an end of the national existence of almost all the Celtic people on the continent of Europe.

Eastward of the two divisions of Gauls we hear of wanderings and wars of other Celtic people. They invaded Macedonia, plundered even the temple of Delphi, in Greece, and founded an empire in Asia Minor, where they are known as Galatæ or Gallo Graeci or Helono Galatæ. They carried on continual wars, but in 24 B. C. also Galatia became a Roman province.

Let us now cross over the channel to the British Islands. Whether the United Kingdom of Great Britain and Ireland, that is the British Islands, were inhabited by savages or by a race mixed with the more civilized Celts, afterward refined by the Romans, are questions which will never be settled. The country became first known to the Phenicians and the Greeks, but it is uncertain whether they knew only England or Ireland as well. Hekateos, from Milet, speaks of the Hyperborean Islands; Herodotos speaks of the Kassiteros, that is the tinlands. Himilko, the Carthaginian, in his reports from 392-350 B. C., mentions the name of both islands, Albion and Ierne. The usual name given to England was thus Albion, a name that is still used among the Scotch Highlanders, as *Albainn*, *Alban* or *Alba* for Scotland, and *Gaidheal-Albannach*, that is the inhabitant of the Scotch highlands, while *Gaidheal-Eirionnach* marks the brother tribe in Ireland. The Triades, traditions of the Cymrises (properly Kymrises) distinguish three provinces: Cymru, that is Wales and Cumberland; Alban, that is Scotland. The whole history of the British islands before Julius Caesar will remain a myth for us, and only with the loss of their independence the history of the Celts becomes an accredited report of facts. But while the Celts on the continent had lost even their very language, the lowest expression of nationality, it was not so with the British Celts. Scotland and Ireland never saw a Roman soldier enter their country, and though England had become a Roman province, no Briton had ever given up the use

of his own Celtic language, which, therefore, was still the national and sole language, when before the year 400 after Christ the Roman dominion had ceased, and soon after the last Roman soldiers had left the island to protect the empire at home against the invading Germanics. But if the British Celts had thus saved their nationality against Rome, it soon was crushed at least in England by the German conquerors. In 449 the British King Vortigern is said to have invited Saxon tribes from Germany known as bold pirates, and promised them land to secure their assistance against the invasion of other Celtic tribes, the Picts and Scots. The Saxons arrived and repulsed the native Celts, but soon the friends became enemies, and reinforced by new swarms of Saxons, Angles and Jutes they took possession of the whole country, expelling the British, who, after desperate struggles, retreated partly to Wales, partly emigrated to the northwestern peninsula of France, hence called Bretagne. Time does not allow me to report all the history of the Anglo-Saxons, their contests with Scandinavian invaders and their amalgamation with the French Normans. I shall only mention the dates of the sinking independence of the other Celts. Before the year 1300, Wales became an English province. Scotland, though it was united with England only in 1603, had long before given up its nationality. Parts of Scotland had been Germanic as early as England herself. Ireland, after bloody wars, lost her independence in 1173, and all her continual efforts to shake off the hateful yoke of England failed, and she had to feel but the more cruelly the tyranny of the conqueror. However, the language of the British Celts has partly survived the political existence of the nation. In but slightly different dialects in two principal branches, the Gaelic and the Cymric, it is still spoken by the rural population in Ireland, especially in Munster and Connaught, exclusively by more than 300,000, together with the English language by almost 1,000,000, not counting those Irish Celts who speak it in the United States, and who amount to almost one-twentieth of the Irish population, that is about 250,000. It is spoken in the highlands of Scotland by over 300,000, and in Wales by a greater number even, though not exclusively as in Ireland. A few Scotch Celts are to be found here and there in the United States, and a larger number, who had emigrated from the Scotch highlands after the defeat of the last Stuart, settled in Canada, where they preserved their ancient language and customs. The Celtic dialect in Bretagne, in France, begins to disappear gradually as it did away in the southeast of England, in Cornwall, before the end of the former century.

Considering the want of political unity, the restless and warlike spirit of the Celtic tribes, whose history is almost a continual series of brilliant but usually disastrous wars, it cannot astonish us that, in spite of all literary gifts, the language of the Celts has had no influence on other languages. Dieffenbach counts 300 words in the Greek and Latin of the classic age, of which one-half is of German, the other of Celtic origin. The number of Celtic words, of course not counting proper names, that do not influence the nature of a language, is not greater in the modern languages. The French-born on the home of the principal Celtic country—contains 1,000 Germanic words, but only 100 Celtic words, of which hardly any come directly from the Celtic, but through the medium of the Latin, so completely the Celtic died away in the time of the Roman Empire. Still less is the number of Celtic words in the English language. Such are: *basket*, from *basged* or *bassagna*; *bard*, *bran*, *coble*, *darn*, *grill*, or *gridiron* from *greidell*; *hem*, *mattock*, *mop*, *pail* (*pacol*), *rail*, *den*, *strath* (used in Burns' beautiful poem, "My Heart's in the Highlands"); *flannel*, *tarlan*, *kilt*, *plaid*, *piobach*, *reel*, *clan*, etc.

Whatever our feelings in regard to the Celtic may be, it is melancholy to see a nation die away after a brilliant existence of over 2,000 years; and in spite of all defects of this nation that often willfully wrought their own downfall, we cannot refuse our sympathy when we consider the sad fact that the very agitator who wishes to inspire his brethren who found hospitality in this free country with hatred against the English oppressor, and to call for revenge and delivery of the old home, must address his countrymen in the very language of the hated oppressor. We are touched by the cries of despair of the old Druids and the melancholy spirit in the songs of the Celtic bards mourning over the downfall of the race:

An Seallama, 'n Taura, no'n Tighmor!
Tha' d' eile, no oran, no ch' fahas!
Tha' le nile nan tuisachan uinne,
'San clachan nan clachan fein.
(In Selma, in Taura, no Temora,
There is no shell, nor song nor harp!
They are all become green meadows,
And their stones have sunk in their own meadows.)
—*Samuel Johnson*.

Science is a neutral ground, and if there is a possible force in the development of human civilization in the right spirit of the humane principle of love, it is the study of languages, that frees our mind from narrowness and brings us nearer to the days in which the sorrows of war will cease and the ties of liberty and happiness will unite all nations of the human race.

Pepys wrote in his diary, two hundred years ago, "I sent for a cup of tea (a Chinese drink), of which I never drank before." Last year the great gossip's countrymen swallowed an infusion of about 160,000,000 pounds of this aromatic herb.

WRITING FOR THE PRESS

It is hardly possible for any one, without an acquaintance with our best writers, to become a popular and acceptable contributor to the press. Though the same truths need iterating and reiterating to every generation, yet if we can clothe them with the graces of expression that come from studying the writings of Addison and Goldsmith, of Shakespeares and Jeremy Taylor, we may gain the ear and the heart of those we aim to instruct and improve. The style in which a truth is clothed is often as important as the truth itself. A king in rags commands no homage, but wrap him in purple and the populace bows the knee. Clothed in the royal robes of expression a common thought becomes impressive.

The literary aspirant must consider not only the topics upon which he is inclined to write, but those which the public wish to hear about. When the Lost Arts are brought before us arrayed in all the graces of rhetoric, the perfection of elocution, and the splendor of oratory, we listen spell-bound. But when the voice ceases, and we go back to every-day life, what care we for the lost arts? We wish to know how to do our trade, to improve our hands, to meet our obligations, to raise our children to rise higher than ourselves in the scale of wisdom and virtue. He who can most skillfully minister to these universal wants will be our most popular writer. In putting thoughts upon paper the young writer may with safety follow two or three rules.

First. Let each sentence have one positive meaning, and only one.

Second. Let that meaning be expressed with clearness, force and elegance.

Third. When the subject admits it, employ illustration, allusion, quotation to enforce and adorn what you say. There is a world of meaning in that declaration of St. Mark: "Without a parable spake he not unto them." Generalities in writing or in speaking fall to the ground; but let them be put in the form of a story, an illustration, a proverb, a maxim, a picture, and they are like those ancient spears which had a hook as well as a point—they could grapple as well as pierce. Shakespeare sees everything double, and by the subtle force of his genius inculcates lessons of high morality while seeming only to amuse and delight.

Emerson says the force of style consists in striking out. When one has written his thoughts, let him go over his manuscript and strike out every word and every expression that does not intensify or illustrate his meaning. Let him hunt for common places, and in their stead put down rarer and more felicitous expressions. To do this part of the work with taste and judgment, he must study Irving, or Macaulay, or Addison, or some other master artist in the use of words.

The tendency of our modern writers is to the use of Saxon words rather than those of Latin origin. The most successful journalist of the age uses language perfectly understood by the great masses of the people. By this means, what he says flies at the heads of his readers, and not over them.

For those who, not having a classical education, wish a full acquaintance with our mother tongue, Webster's Unabridged Dictionary is indispensable. We know a man of the last generation, quite famous in his time as a senator, politician and platform speaker, who went through the dictionary, committing words and their definitions to memory, and reciting them aloud to himself as he walked the floor. Few men we ever heard speak possessed greater fluency and variety in expression than did he.

It is a good plan when one desires to treat a subject in an elegant and flowing style, with copiousness of illustration and felicity of diction, to take Edmund Burke, or Macaulay, or Thomas Carlyle, and read their eloquent utterances, to catch the glow of their inspiration, to breathe the oxygenated air of the intellectual heights on which they stand.

In a popular style, vividness of ideas is the one thing indispensable. Wendell Phillips qualifies his statements less than any man in the world, and that accounts for the fact that his expressions ring and tell and make a mark when the same truths uttered in guarded phrase would fall flat. Young writers often damage their sentences by placing feeble and qualifying clauses at the end. Every sentence should have a positive quality, and come out round and ringing. If it is necessary to qualify it, do so in a subsequent sentence.

A proper blending of short and long sentences makes a readable style. This can be done by breaking up a heavy period, when short sentences are required, or by using connectives to increase their length. By this means rhythm and melody may be attained. Reading aloud fine passages from noted authors, and studying the balance of their sentences, and the way in which long and short words are so blended as to make harmony, will educate the ear of the student and enable him to detect the faults of his own compositions.

A study of felicitous style will give every writer a vocabulary of words of which every body knows the meaning and yet which are rare. For instance, I pick up the pages of *Ik Marvel* and find these words: "marrowy," "unkempt," "dapper," "sappy," "weazen," "sprawling," "bloody tomato," "checked," "fretted-away," "arrant." They give flavor and piquancy to the style without detracting from its lucidity. In place of each one of these adjectives he could have used a humdrum word, but the style would not have been that of *Ik Marvel*.

Every successful writer delights in polishing his sentences, in making them

stronger, brighter, nearer perfection in balance and harmony. A perpetual dissatisfaction haunts his mind and governs his taste; he reads an essay of Joseph Addison and traces the links and subtleties with which thought is joined to thought; he considers the simple and beautiful texture of the wool in which, with rarest skill, reasoning, illustration, felicitous diction are made to blend in exquisite harmony. He holds the substance of the essay in solution in his own mind, and seeks to discover the secret law by which it crystallized in a form so beautiful.

A hasty writer may throw off page after page of what fills common newspapers and third-rate books. But no man or woman writes well and writes rapidly without a long, patient, preliminary drill in the art and practice of composition.

Demosthenes was five years engaged on his *Oration for the Crown*. He wrote and re-wrote, considered and re-considered every word of that immortal speech. Cicero applied himself with such diligence to studies of expression that he came near losing his life. Webster was a constant student of style, and our greatest living writers have been, and are, most persistent and tireless seekers after whatever is choice, elegant and forceful in expression.—*Phrenological Journal*.

HINTS FOR THE SCHOOL-ROOM

Teachers often fail to keep informed of changes in political geography, and to instruct their classes accordingly. We once found an old text-book in use, which assigned *five capitals* to Rhode Island, and was unreliable in many other places; yet the teacher was hearing recitations in it, to all appearance, without correction. We have examined numerous teachers, of late years, who did not know that the territory in the northwestern corner of our continent was not still "Russian Possessions." And do all teachers now teaching the map of Europe note the recent changes in Italy and the eastern boundary of France—namely, the absorption of Rome by the Italian kingdom, and of Alsace and Lorraine by Germany?

Japan has just undergone a transformation. It has become a great consolidated empire, instead of a collection of feudal provinces. The name of the capital—probably the greatest city in the world—is now Tokio.—*Michigan Teacher*.

HOW TO SPEAK TO CHILDREN.—"You must be careful to use little words and simple expressions," says one. "You must speak as you would to adults: don't use baby-talk," says another. Neither is right, and yet both are partly right. A true teacher or talker to children cannot "be careful" to use little words. We have heard men speak to children who were evidently going through a process of mental translation. It is always a dull, stammering mode of utterance, and generally results in broken baby-talk. But, on the other hand, children do speak and think in a different language from that of adults. A true talker or a true teacher accustoms himself to the society of children. When the habit is formed, he speaks to them naturally in their dialect. He could not use big book-words if he were to try, when talking to a company of children. The whole secret is in sympathy. Every teacher ought to be able to live and think and speak without constrained effort, in the child's world.—*Wisconsin Jour. of Ed.*

HOW TO KEEP SMALL PUPILS BUSY.—It is not a very difficult thing to assign lessons, hear recitations, and contrive to keep busy the older pupils of a school, that have learned how to study; but to keep the "little ones" profitably employed is a task so difficult that but few, comparatively, have succeeded in accomplishing it. * * * A child needs a slate, it is essential. A pupil never, though he should graduate at the University, needs a slate and pencil so much as on the first day of school. A part of the first lesson should be to show the pupil how to form one or more letters; and when he goes to his seat, it should be his work to reproduce this lesson.

The child must at once be taught to write, for through writing will he do most of his school work for years to come. In no other way can a teacher so soon teach children their letters. In no other way can he so successfully teach them to spell correctly. In no other way can he so readily teach them to write, or to form sentences, or to use capitals. And last, but not least, in no other way can he teach them habits of industry and perseverance. * * * Teachers are just beginning to learn that this writing is the best preparation, and in fact the only preparation, of a lesson that very young children can make. A word to the wise is sufficient.—*Indiana School Journal*.

CORPORAL PUNISHMENT.—Prof. W. H. Payne closes an article on "School Management," in the *Kansas Educational Journal*, with the following:

"Corporal punishment is universally regarded as a disgrace; and, in cases where the propriety of its infliction is questionable, troubles, near or remote, are almost sure to arise. As a means of inducing caution, where it is so much needed, the following rules are suggested:

1. Use corporal punishment only as a last resort, in case of grave offense.
2. The pupil's guilt should be established beyond a doubt.
3. As far as possible, both teacher and pupil should be free from passion.
4. The rod should never be applied to the body above the hips."

EXAMINATION EXTRAORDINARY.

We have had some rich and varied experiences in examining applicants for teachers' certificates. Among the most amusing of these may be mentioned the following case:

The subject a spruce young gentleman, putting on an air of dignity, which might have led one to suppose that he was Duke Alexia, polite to a fault, consequential, one in short, with whom a speculator, buying him at his real value, and selling him at what he valued himself, might have made a fortune.

More than this, he came from a State low and sandy, which at one time declared itself out of the Union, noted for buckwheat cakes and itch. He was the third greatest man intellectually and educationally in this State. He was a graduate of a distinguished college in the Eastern States. He came with letters of recommendation from one of the first Generals in the country, who had offered him the next to the highest position in a college, over which he presides.

He came as an applicant for a \$1,500 position and, probably, but for a resolution passed by the board of directors a few weeks previous, would have obtained it forthwith. This resolution, however, read that all applicants, whatever their credentials or papers, must be examined. He submitted himself to the examination. Ah! that was a fatal day to his imagined greatness. For him, perhaps, the best, undoubtedly the most blessed day of many a year. *Veni, edidi, examinatus est*, and oh! "what a fall was there, my countrymen." The first branch, as designated by the law of Pennsylvania, on which he must be examined was orthography. He was not a good speller, he said. That was his particular failure. So, it subsequently appeared, was everything else. We dictated fifty words, as is our custom, to the class. They were not unusual words, but such as every English scholar is liable to hear every day. Our hero missed forty-three of them. We must confess that if there is anything in first impressions, ours was not the most favorable of the Professor after we had glanced over his paper. Directors shook their heads as they examined his words. But then spelling was his particular weakness. He did not profess to excel in it, though forty-three out of fifty words wrong was a little too much, and even our friend, the Rev. Dr., who had telegraphed for him, and who was confident that he was the man for the position, looked somewhat shaky over the result of the examination in the first branch.

However, we took courage from the fact that the Professor had traveled all night, and his mind had possibly not yet become fully aroused. The definition of a few words came next. Our friend got the words *panegyric* and *aphorism* to define. *Panegyric* was defined as "a kind of medicine," and *aphorism* "something like a sound or tone." Could it be possible! The stock invested in our estimation of the Professor (???) went down one hundred per cent. and so did that of our friend, the Rev. Dr. at our right. But we might, after all, be mistaken. Perhaps he did not understand the words right, or we might possibly have misunderstood his definition.

Reading came next. He was really a passably good reader. He read well. Stock went up. He is coming out all right yet. He was confused at the beginning and is now recovering himself. And then orthography is his peculiar failing. It may be possible that he may be a good teacher after all. We were encouraged, for we had just heard our friend, the City Superintendent of the largest city in the State, say, a few weeks before, when we met him at Harrisburg, that he had examined a teacher, who could not spell even the simplest words, who, for example, would spell *pep*, *p-o-a*, with whom spelling was a constitutional defect, and that this person was a good teacher. Bad spelling, our friend L. contends, is a disease, something for which some persons are not morally accountable. This thought comforted us. The Professor has the disease of bad spelling very bad, thought we, it is a bad disease. It is not his fault. We are encouraged, we hope for better things.

Mental arithmetic comes next. Three or four problems from Brooks' are submitted. The professor (we now drop the capital P.) excused himself. He could not analyze them. He had a violent toothache—had taken a fearful cold riding all night. He could take the problems to his hotel at noon, he would write out the solutions, but his mind was not in a condition for mental abstractions. We gave him 0 in mental arithmetic. The other branches, which followed, were done up in a similar manner. But the higher branches were his particular forte, he said. He was a graduate of one of the first colleges in New England, and he had not, of late years, given any attention to the common branches. He promised, however, to study the common branches, if we could excuse him for the present.

Greek was then taken up. The Greek Reader, the Fables. It was Greek to the professor. He asked to be excused from Greek, without assigning a reason for the excuse. We passed on to Natural Philosophy and Chemistry, with the following results:

Question.—What articles of apparatus would you bring, if I sent you to the room, where it is kept, to explain the cause of Aurora Borealis?

Answer of the professor.—A lantern.

Question.—How would you prepare oxygen for experimenting in the glass room?

Answer of the professor.—I have never experimented with oxygen, but I think I would take ether and water.

This is a fair specimen of answers to the

different questions submitted to the professor, or rather of those which he attempted to answer, for by far the larger proportion were answered by: "I don't know." He spoke to us privately after the examination closed, assuring us, that if we but gave him a trial, he felt confident he could please and satisfy us. We had no doubt about his feeling confident, but we exceedingly doubted the other part of his assertion. We could not possibly give him a certificate of any kind. He left in the evening train, and was heard subsequently, not very loud in his panegyrics to us, according to Webster's definition of the term, though he might have taken in his own *a la professor* sense.—*Supt. of Schools at Williamsport, Pa.*

STYLE.

There is a common error in reference to a quotation constantly made about style. Bullion is made to say, "The style is the man." Whereas what he did say was, "The style is of the man." And you might as justly say the handwriting is "of the man," or his mode of walking is "of the man," very meaning that these functions are very significant as to the nature of the man. It must, however, be admitted, that hardly anything is more significant of that nature than the style of his writing.

I presume to think that several of those persons who have great reputations in the world for their style of writing, are singular examples of a bad style of writing. Take Tacitus, for instance, he is, to my mind, an eminently bad writer. Three scholars were lately employed in translating a passage from Tacitus. They had mastered the passage thoroughly; but it was not to be made intelligible to the English reader without great additions and large explanations. Now, for a style to be good, I maintain that the language should be easily translatable into another language.

Gibbon affords another instance of a great writer having a very inferior style of writing. Before you can thoroughly understand many of his sentences, you have to unravel the sneer, or to recollect the allusion which gives pith and force to the sentence.

The style which deals in long sentences, or in short sentences, or, indeed, which has any trick in it, is a bad style.

The best thing which, to my mind, has been ever said about style, was said in a metaphorical way, as the writer declaring that the style should, as it were, involve and display the subject-matter, as the scenery in a consummate statue folds over and around the figure. The man who has one style of writing which he applies to all the various aspects of the subject he writes about, is a bad writer. To exemplify this by the question of whether long sentences or short sentences should be used, it may be observed that the nature of the subject ought to govern the length of the sentence. Here, to get the fullness of the sense of what you are saying, a short sentence is required, which makes the statement clear and concise; there, with the same object in view, you have to produce a long sentence, with many clauses, and with much parenthesis, because the subject requires it, and the mind of the reader is to be kept in a state of balance until the sentence comes weightily to a conclusion.

Easy reading is the thing to be aimed at. The intelligence of the reader is always to be kept in mind. You lamentably fail in writing if you add by your style one jot of difficulty to the difficulty inherent in the subject of which you are treating. There are cruel writers in the world, who hardly ever seem to think of their poor readers, and who write as if it were a fine thing to add complexity of style to the difficulty of the subject. They have their reward. The busy world has no time to give to their vagaries of style; and surely it is a signal instance of failure, when a man ceases to make his meaning clear to the great majority of his fellow-countrymen who understand the words that he uses, but are grievously puzzled by the collocation of these words, or by the omission of certain words that ought to be there.

It is a bold thing for an author to write about style; but one may perceive errors and deficiencies without being able to rectify them in one's own conduct.

I cannot help adding a sort of postscript to this short essay; and it is that learned and thoughtful men who have much to say to the world, which the world would be the better for its being said to them, are laboring under a great mistake if they suppose that the humblest and the least educated of the common people are not able to comprehend great ideas, to sympathize with grand emotions, and even to master a long-continued series of facts, if only these things are communicated to them in language the order and method of which do not add any difficulty of comprehension. We are now entering upon a new and enlarged system of education. This will give the people of this country a great means of understanding the meaning of the subject. Let the authors of this country take care so to write that they may be well understood.

BOYS WANTED.

There are no boys now. So there can be no more men. We have had and young masters, but no boys. Years ago, when America could boast of statesmen, there were boys all over the country. Rugged, lively, ambitious boys. They played horse, rode down hill, kissed the girls, broke colts, traded jack-knives and were well hooded at when cheated. They husked corn, gathered butternuts, picked apples, took care of cattle, did chores for their

board while going to school, cut cord-wood, trimmed apple-trees, plowed corn and worked their way to manhood.

They knew how to sharpen fence-posts, shear sheep, milk cows, kill hogs, clear lands, cultivate farms and work their way to honorable manhood. When they became men they did not fade like sixpenny curtain calico, but came from each siding and rising in the school of experience better and braver men. They were born to labor, and thus ticketed to success. They grew up hardy, handy, reliable and useful. Of such boys great orators, ministers, doctors and editors were made. Such boys were loved by good girls, became good husbands. Some of them perhaps smelled of the furrow, the barn or the workshop, but that was better than to smell of hops, resin, fuel oil and creosote whiskey, as now is the fashion.

These boys became men. They had good muscle and excellent sense. They were not afraid of poverty; not afraid to work; not ashamed of poor friends or ragged relatives, for they were men in miniature. They had sense, pluck, honor, manhood and the basis of success. Their fathers were proud of them. Their mothers warned them with slippers and with their love. Their sisters were fond of them, while their sweethearts never thought them regular attendants of places of dissipation.

There were boys in those days. But now the boys are scarce. It is not fashionable to be a boy. Lads, masters, young gentlemen, Stout Anglo-Saxon drawn down to a sickly limp. Kid gloves, patent leather boots, ruffled shirts, cigars, private billiard cues, Sunday spurs, paper collars, "girls," wine suppers and doctors. It is not the thing to work as boys did years ago, when boys tanned woodchuck skins, then rubbed them down thin and solid for whip-lashes. That rubbing is what did the work. The experiences of life which force facts into young souls and the eyes are the great teachers.

Men come from sterner stuff than this hot-house, petted, blanketed, superficial make-up men give their sons. The time was when boys swung flails, axes, crow-bars, beetles, mauls and sledges. When they herded cattle, turned the soil, thought, studied and worked their way into the harness of life till it fit them easily, and they could work to advantage.

Fashion has taken the helm now. Boys must be petted till they are spoiled, as tomatoes are ripened in windows until they are rotted. The boy now must get up in the morning and build a fire, or wait at night to keep the house open till the young gentleman returns from the far-bank or billiard-room. The old father must work, and the aged mother may weep, but the gay chap will have his clothes, jewelry and mustache shave, his nights out and headaches in—for must he not keep up with other young men?

He must have his horse and cutter, or fancy team. His allowance and private circle of friends, it is not best for his parents to know, lest his chums think him off color. He grows up to be a sporting man, a politician, an office-holder, a defaulter, a hanger-on, if not to a rope, to the coat-tail of the society which tickled his infancy and dams his failure. He came from birth to manhood without being a boy. He is undeveloped, and instead of being a useful man, becomes a rusty button on the string of failures.

Give us more boys. The good old kind of brave, plucky, working, thinking boys. The demand for them, and for the great men they make, is increasing.—"Brick" Pomroy.

The Roll of Merit.

By a resolution of the Board of Education, passed April 19, 1871, this paper is especially designated to give monthly, under the above title, the name and residence of the best pupil in each class in every school in the City of New York, the information being furnished us through the Clerk of the Board by the several Principals. The official character thus given to the list makes it to all whose names appear therein an imperishable certificate, fairly and honorably earned, not only of good deportment, but of intelligence and the faithful discharge of duty. For the month of January the Roll stands as follows:

GRAMMAR SCHOOL No. 8.

MALE DEPARTMENT.
Frank Arden, 10th av, near 53d st.
Michael Sexton, 81st st, corner 11th av.
Roderick Rogers, 74th st and Boulevard.
John Kelley, 62th st and 10th av.
Galen C. Thatcher, 81st st and 11th av.
Henry Wagner, 81st st and Boulevard.

GRAMMAR SCHOOL No. 11.

Class 1. Antonio R. Patti, 282 w. 17th st.
Valentine A. W. Steris, 120 9th av.
Thomas F. Goodfellow, 40 10th st.
James Wilson, 469 w. 24th st.
Benjamin Force, 493 w. 17th st.
John H. Meloyre, 134 4th av.
Adam P. Davidson, 360 w. 18th st.
Harry Miller, 546 w. 2d st.
E. Coleman, 421 w. 81st st.
Louis Schaefer, 95 8th av.
Daniel McLaughlin, 423 w. 16th st.
Thomas K. McLaughlin, 284 16th st.
Charles F. Oesterle, 317 w. 17th st.
Harmon A. Stoddard, 574 16th av.
William H. McLaughlin, 343 w. 18th st.
William H. McLaughlin, 343 w. 18th st.
Henry Hopkins, 533 Hudson st.
Henry Masters, 50 10th st.
James Donald, 33 8th av.
Henry J. Hutton, 544 w. 19th st.

GRAMMAR SCHOOL No. 22.

MALE DEPARTMENT.
Class 1. Margaret A. Scullin, 343 3d st.
Elizabeth Gill, 205 Hudson st.
Emma Miller, 120 Columbia st.
Annie Stuart, 493 a. Hudson st.
Minnie Miller, 182 Columbia st.
Mary Fitzhugh, 220 Cannon st.
Caroline Scheer, 338 a. Hudson st.
Linda Stephens, 246 2d st.

PRIMARY DEPARTMENT.

Class 1. Meyer Kramer, 341 a. Hudson st.
John L. L. Sheriff, 41 11th st.
Alice Reville, 289 e. Hudson st.
Linda Underman, 231 Stanton st.
Bertha Warren, 200 e. Hudson st.
Norman Cohen, 114 Sheriff st.
Jeanie Hamsberger, 73 Columbia st.
Carrie Schaefer, 443 Hudson st.
Adam Hopper, 114 Sheriff st.
Thomas Fitzhugh, 410 e. Hudson st.
Annie Wolo, 98 Sheriff st.
Mary Motlin, 52 Stanton st.
John Smith, 340 Stanton st.
Simons Schaut, 538 Hudson st.
Louis Schlesinger, 260 Livingston st.
Adeline Macdonald, 120 Lafayette st.
Frank Gardner, 34 Sheriff st.
Willie Kubler, 96 Sheriff st.
Emma Schaffer, 92 Sheriff st.
Tillie Kramer, 343 e. Hudson st.
Moses Hirsch, 470 e. Hudson st.
Louis Kahn, 477 e. Hudson st.
Lancho Smith, 97 Sheriff st.
Maggie Schaffer, 97 Sheriff st.

GRAMMAR SCHOOL No. 23.

MALE DEPARTMENT.
Class 1. Kate Young
Class 2. Laura Deyhle
Class 3. Pauline Harris
Class 4. Kate Buckley
Class 5. Lillian Conley
Class 6. Mary Barry
Class 7. Pauline Faust
Class 8. F. Della Cummings

GRAMMAR SCHOOL No. 24.

MALE DEPARTMENT.
Class 1. Marks Hammerling
Class 2. Charles Murray
Class 3. David Gilmartin
Class 4. Benj. Jacobs
Class 5. Abraham Brothers
Class 6. John Theis
Class 7. Kassel Simon
Class 8. Jeremiah Sullivan
Class 9. Frank Kiedorck
Class 10. Abraham Davis
Class 11. Joseph Feicy

GRAMMAR SCHOOL No. 25.

MALE DEPARTMENT.
Class 1. Ernest Ekins, 227 w. 20th st.
Class 2. Alfred Adler, 337 w. 30th st.
Class 3. Edward W. Davis, 246 w. 23d st.
Class 4. Herman Gehlhard, 423 9th av.
Class 5. Walter Crawford, 212 w. 20th st.
Class 6. Charles Gahler Gattenbach, 201 w. 40th st.
Class 7. August Gehlhard, 403 9th av.
Class 8. Frank Bend, 242 Hudson st.
Class 9. John Riley, 113 w. 23d st.
Class 10. Henry Levy, 487 7th av.
Class 11. Ernest Cottrell, 14 w. 40th st.
Class 12. Marcus Feuchtwanger, 333 w. 26th st.
Class 13. Frank Hunch, 143 w. 20th st.
Class 14. Samuel Lewis, 350 7th av.
Class 15. Joseph Riley, 113 w. 23d st.
Class 16. Abraham Dymna, 474 w. 34th st.
Class 17. Fred Korbner, 231 w. 20th st.

GRAMMAR SCHOOL No. 26.

MALE DEPARTMENT.
Class 1. Nellie Burns, 206 e. 10th st.
Class 2. Minnie Stearns, 322 e. 124th st.
Class 3. Louis Lorus, 120 e. 125th st.
Class 4. Carrie Hall, 72 w. 128th st.
Class 5. Stella Crawford, 516 e. 120th st.
Class 6. Maria Chawick, 220 w. 124th st.
Class 7. Maggie Lonsberry, 66 e. 125th st.
Class 8. Laura Fay, 43 w. 128th st.
Class 9. Lizzie Birt, 61 w. 125th st.
Class 10. Maggie Muir, 18 w. 129th st.
Class 11. Rosetta Smith, 432 e. 122d st.
Class 12. John Fitt, 37 w. 126th st.
Class 13. Elsie E. Fitt, 2410 2d st.
Class 14. Clara C. Freeman, 2236 2d st.
Class 15. Emma Lang, 223 e. 62d st.
Class 16. Carrie E. Newman, 50 e. 128th st.
Class 17. Lena Crook, 296 e. 119th st.
Class 18. George Feiger, 125 w. 124th st.
Class 19. Lottie Stambler, 2430 2d av.
Class 20. Emily Wastick, 2070 4th av.
Class 21. Eldora Harrison, 227 w. 20th st.
Class 22. Nellie Jones, cor. 125th and 6th av.
Class 23. Emma Rogers, 104th st, bet 1st and 2d av.

GRAMMAR SCHOOL No. 29.

MALE DEPARTMENT.
Class 1. Alfred Butler
Class 2. Richard Brown
Class 3. Harry Mowbray
Class 4. Otto Feldman
Class 5. Geo. Ruppel
Class 6. Wm. Kelly
Class 7. Thomas Anderson
Class 8. Frank Mulesky
Class 9. Godfrey Bick
Class 10. John Supper
Class 11. Henry Prophet
Class 12. Warren Clark
Class 13. Lewis Schwartz
Class 14. Willie Lowenstein
Class 15. Fredrick W. Zandi
Class 16. Louis Gelston
Class 17. Willie Watters
Class 18. Elwood Marsh
Class 19. Geo. Merle

GRAMMAR SCHOOL No. 30.

MALE DEPARTMENT.
Class 1. Sarah Armitage
Class 2. Katie Penton
Class 3. Olivia Boyce
Class 4. Carrie Brown
Class 5. Annie Bolcher
Class 6. Fanny Conklin
Class 7. Emma Chitrom
Class 8. Jane Penton
Class 9. Bertha Gontley
Class 10. Edora Hayward
Class 11. Jennie Kelly
Class 12. Lydia Benson
Class 13. Jennie Boyage
Class 14. Jennie Calcom
Class 15. Mary A. Love

GRAMMAR SCHOOL No. 31.

MALE DEPARTMENT.
Class 1. Kate Scory, 1270 Broadway
Class 2. Helena Schattler, 154 w. 75th st.
Class 3. Annie Fisher, 288 w. 30th st.
Class 4. Katie Garrigan, 304 w. 23d st.
Class 5. Johanna Gerken, 631 6th av.
Class 6. Margaret Hoffman, 54 w. 26th st.
Class 7. Bridget Garrigan, 394 w. 23d st.
Class 8. Bettie Jukes, 123 w. 31st st.
Class 9. Nellie Jukes, 123 w. 31st st.
Class 10. Adelaide Johns, 254 w. 23d st.
Class 11. Isabella Cattanchan, 151 w. 46th st.
Class 12. Emma McLaughlin, 140 w. 19th st.
Class 13. Mary Coyle, 232 w. 30th st.
Class 14. Maria Goldsmith, 467 w. 26th st.
Class 15. Elizabeth Smith, 125 w. 20th st.
Class 16. Laura Daly, 228 w. 28th st.
Class 17. Grace Wark, 494 w. 20th st.
Class 18. Eugene Harrison, 227 w. 20th st.
Class 19. Maggie Hahn, 243 w. 28th st.

GRAMMAR SCHOOL No. 40.

MALE DEPARTMENT.
Class 1. Clara American
Class 2. Mary Bell
Class 3. Fannie Berwick
Class 4. Henrietta Eppier
Class 5. Lillian Friend
Class 6. Rachel Friedman
Class 7. Teresa Craig
Class 8. Jane Clynchy
Class 9. Elsie Sittler
Class 10. George Davis
Class 11. Katie Conkey
Class 12. Annie Knick
Class 13. F. Apolant
Class 14. Annie Fleischer
Class 15. R. Beck
Class 16. A. Cray
Class 17. F. Flanagan
Class 18. J. Barrington
Class 19. Della Goldstein
Class 20. Della Goldstein
Class 21. Bertha Hillman
Class 22. Annie Keot
Class 23. Elsie Sittler
Class 24. Mary Hendron
Class 25. Augusta Childs
Class 26. Selma Cahn

GRAMMAR SCHOOL No. 41.

MALE DEPARTMENT.
Class 1. Margaret A. Scullin, 343 3d st.
Class 2. Elizabeth Gill, 205 Hudson st.
Class 3. Emma Miller, 120 Columbia st.
Class 4. Annie Stuart, 493 a. Hudson st.
Class 5. Minnie Miller, 182 Columbia st.
Class 6. Mary Fitzhugh, 220 Cannon st.
Class 7. Caroline Scheer, 338 a. Hudson st.
Class 8. Linda Stephens, 246 2d st.

GRAMMAR SCHOOL No. 51.

MALE DEPARTMENT.
Class 1. Thomas W. Dobble, 544 w. 43d st.
Class 2. Robert Watt, 730 11th av.
Class 3. James Dunning, 317 w. 49th st.
Class 4. George Conant, 641 w. 42d st.
Class 5. Philip Knick, 549 w. 49th st.
Class 6. John Irwin, 609 w. 41st st.
Class 7. John Fy, 609 w. 41st st.

FEMALE DEPARTMENT.

Section 1. Annie Reckert
Section 2. Kate Borgmann
Section 3. E. Margaret Colles
Section 4. Agnes Heilly

GRAMMAR SCHOOL No. 36.

MALE DEPARTMENT.
Class 1. Kate O'Connor
Class 2. Annie Smith
Class 3. Della Turvel
Class 4. Minnie Thompson
Class 5. Susan Gay
Class 6. Katie Brown
Class 7. Gertrude Kemp
Class 8. Jennie Sutherland
Class 9. Annie Sutherland
Class 10. Laura Bowers
Class 11. Maggie Cary
Class 12. Emma Day
Class 13. Cattie Gotham
Class 14. Linnie Leayner
Class 15. Minnie Newman
Class 16. Hecetia Kruss
Class 17. Susan Kraft
Class 18. Charlotte Lee
Class 19. Henrietta Leasus
Class 20. Bettie Shuster
Class 21. Jennie Kelly
Class 22. Georgiana Peters
Class 23. Sophie Winkelsback
Class 24. Emma Wallace
Class 25. Mary Koller
Class 26. Ella Colard
Class 27. Mary Collins
Class 28. Annie Horrey
Class 29. Jennie Schuler
Class 30. Dora Vere
Class 31. Emma Wedemeyer

GRAMMAR SCHOOL No. 37.

MALE DEPARTMENT.
Class 1. Abram Cohen
Class 2. Sarah Mack
Class 3. Jacob Bernensky
Class 4. Hannah Finster
Class 5. John McCoy
Class 6. Annie Dubliss
Class 7. Jakey Lett
Class 8. Rosa Isaac
Class 9. John Tuomey
Class 10. Lizzie Repply

GRAMMAR SCHOOL No. 38.

MALE DEPARTMENT.
Class 1. Ellen Muthus, 561 Bank st.
Class 2. Rachel Heilmann, 244 w. 13th st.
Class 3. Mary Kelly, 589 Washington st.
Class 4. Viola Bonin, 27 Gansevoort st.
Class 5. John Henderson, 24 Gansevoort st.
Class 6. Emily Swan, 19 Gansevoort st.
Class 7. Lillie Stewart, 103 Bank st.
Class 8. Nellie Graham, 102 w. 12th st.
Class 9. Grace Hauler, 88 Jane st.
Class 10. Kate Curwiny, 84 Jane st.
Class 11. Emma Devaux, 15 Little 12th st.
Class 12. James McDermond, 431 w. 12th st.
Class 13. Charles Shugart, 53 Bedford st.
Class 14. William Fowler, 22 Horatio st.
Class 15. Robert Walsh, 272 Hudson st.
Class 16. William Carr, 29 Gansevoort st.
Class 17. George Goodwin, 19 Gansevoort st.

GRAMMAR SCHOOL No. 39.

MALE DEPARTMENT.
Class 1. Louis Bates, 561 26th st.
Class 2. Adam Holtzman, 41 26th st.
Class 3. Thomas Coyle, 430 26th st.
Class 4. James O'Neil, 420 40th st.
Class 5. Maurice Ball, 324 10th av.
Class 6. Dennis W. Helen, 531 30th st.
Class 7. Andrew Agmon, 406 28th st.
Class 8. Julia Wiprathick, 410 27th st.
Class 9. Sarah Bowman, 424 28th st.
Class 10. H. Tina Agmon, 406 28th st.
Class 11. Joseph Hurwader, 421 29th st.
Class 12. Dennis Pomeroy, 22 Horatio st.
Class 13. Caroline Humber, 394 27th st.

GRAMMAR SCHOOL No. 42.

MALE DEPARTMENT.
Class 1. Minnie Walsh, 19 Avenue D
Class 2. Annie Bahr, 166 7th st.
Class 3. Mary Bahr, 166 7th st.
Class 4. Julia Spitzberg, 15 2d st.
Class 5. Bertha Hadenberg, 284 3d st.
Class 6. Mary Cook, 19 Avenue B
Class 7. Clara Groat, 301 Hudson st.
Class 8. Minnie Block, 223 3d st.
Class 9. Amanda Yates, 25 Avenue D
Class 10. Sarah Simon, 207 2d st.
Class 11. Sarah Rosen, 316 Hudson st.
Class 12. Barbara Fried, 170 10th st.
Class 13. Ella Baker, 134 Lewis st.
Class 14. Sarah Hamsberg, 145 Columbia st.

GRAMMAR SCHOOL No. 43.

MALE DEPARTMENT.
Class 1. William Cook, 17 Avenue B
Class 2. Henry Mack, 31 Avenue C
Class 3. William Volcker, 4 Manhattan st.
Class 4. Charles Newman, 162 Rivington st.
Class 5. Abram Van Kleebe, 238 Hudson st.
Class 6. Emily Hansen, 178 2d st.
Class 7. Charles Hunsicker, 243 2d st.
Class 8. Eddie Albrecht, 254 2d st.
Class 9. Henry Barth, 264 2d st.
Class 10. George Vane, 101 West 4th st.
Class 11. Henry Cohn, 173 Hudson st.
Class 12. Henry Croter, 200 2d st.

GRAMMAR SCHOOL No. 44.

MALE DEPARTMENT.
Class 1. Rosie Brittenstein, 5 Albany st.
Class 2. Annie Duffy, 40 Greenwich st.
Class 3. Bertha Kozing, 115 Cedar st.
Class 4. Matilda Lambke, 127 Cedar st.
Class 5. Rosie Ball, 50 Greenwich st.
Class 6. Rachel Brown, 166 Greenwich st.
Class 7. Mary Goodhine, 172 Rector st.
Class 8. Caroline Bosch, 124 Liberty st.
Class 9. Martha Bosch, 95 Washington st.
Class 10. Lily Dertle, 143 Greenwich st.
Class 11. Maggie Doric, 2 Broad st.
Class 12. Mary J. Williams, 12 Cedar st.
Class 13. Robert McKinney, 125 Liberty st.
Class 14. John Williams, 239 Cedar st.
Class 15. Louise Curtis, 122 Liberty st.
Class 16. Katie Brennan, 129 Washington st.
Class 17. Lizzie Myers, 24 Albany st.
Class 18. Rebecca Tietjen, 104 Cedar st.
Class 19. John Carver, 163 Greenwich st.
Class 20. Thomas Bauman, 111 Washington st.
Class 21. Abraham Brown, 25 Greenwich st.
Class 22. John Brown, 11 Albany st.
Class 23. Wm. Fitzgerald, 24 Thimae st.
Class 24. Mary Dunovan, 103 Cedar st.
Class 25. Emma Cook, 112 Greenwich st.
Class 26. Elsie Dracoli, 121 West 4th st.
Class 27. Mary Wild, 5 Pine st.

GRAMMAR SCHOOL No. 45.

MALE DEPARTMENT.
Class 1. Clara Hahn, 197 7th st.
Class 2. Peter Dunhamer, 526 6th st.
Class 3. Barbara Goldsmith, 523 6th st.
Class 4. Hugo Vermer, 282 7th st.
Class 5. Louisa Lutsback, 103 Ave A
Class 6. Charles Hahn, 103 Ave A
Class 7. Amelia Smith, 107 2d st.
Class 8. William Schmeider, 535 6th st.
Class 9. Elizabeth Hahn, 103 Ave A
Class 10. Herman Goldsmith, 531 6th st.
Class 11. Frederick Griggs, 103 Ave A

GRAMMAR SCHOOL No. 46.

MALE DEPARTMENT.
Class 1. Sophie Price
Class 2. Margaret Harter
Class 3. Charlotte Johnson
Class 4. Rosette Hyman
Class 5. Ella Spencer
Class 6. Anna Freeman
Class 7. Teresa St. Clair
Class 8. Della Franklia
Class 9. Lilla Dotson
Class 10. Eleonora Clark
Class 11. Joseph Cook
Class 12. Louisa Houston
Class 13. Susan Browne
Class 14. Elizabeth Brown
Class 15. Anna Brown
Class 16. Laura Browne
Class 17. Arminia Rosenbergs
Class 18. Celestine Harrison
Class 19. Maria L. Van Horn
Class 20. Ida Arzheim
Class 21. Sarah Stile
Class 22. Lavinia Van Horn
Class 23. Pauline Young
Class 24. Elizabeth Moeley

GRAMMAR SCHOOL No. 47.

MALE DEPARTMENT.
Class 1. Peter Dunhamer, 526 6th st.
Class 2. Barbara Goldsmith, 523 6th st.
Class 3

SPECIAL NOTICES.

New School Books, Just Published.

Swinton's Word Analysis.

A Word Analysis of English derivative words, with practical exercises in spelling, analyzing, defining, synonymy, and the use of words. By W. S. Swinton, A. D., Professor of the English Language, University of California, and author of "Condensed History of United States," etc. 128 pages. Price for examination, 25 cents.

The prominent points of this book are:

1. The clear and simple method of word analysis and definition.
2. The practical exercises in spelling, defining and the use of words in actual composition.
3. The adaptation of the manual, by its progressive character to the needs of the several grades of public and private schools.

Cathcart's Youth's Speaker.

Selections in prose, poetry and dialogue, suited to the capacities of youth and intended for the exhibition day requirements of common schools and academies, with many new and original pieces. By GEORGE R. CATHCART, A. M. 190 pages; Cloth. Price for examination, 15 cents.

The prominent points of this book are:

1. The selections are suitable to the exhibition day requirements of common schools and academies.
2. They are adapted to the understanding of the younger pupils.
3. As far as possible, only pieces that are fresh or that have not heretofore been used in a book of this kind are presented.

Robinson's Examples.

Arithmetical Examples, Mental and Written: with numerous tables of money, weights, measures, etc., designed for review and test exercises. By I. W. PEAR, A. M. Cloth; 262 pages. Price for examination, 15 cents.

This work covers the whole ground of arithmetic and can be used in connection with any series or other text-book on the subject.

Single copies of any of the above, if required for examination with a view of introduction, will be forwarded by mail on receipt of specified price.

PUBLISHERS,
IVISON, BLAKEMAN, TAYLOR & CO.,
Nos. 132 and 140 Grand Street, New York.
No. 272 West Randolph Street, Chicago.

Sealed Proposals will be received by the School Trustees of the Nineteenth Ward at the office of the Clerk of the Department of Public Instruction, corner of Grand and Elm streets, until Wednesday, the 6th day of March, 1879, and until 1 P. M. on said day, for the design, make, and outfit furniture required for the new Grammar School on Fifty-seventh street, near Third Avenue.

Proposals will also be received at the same time and place for the "steam heating apparatus" required for said school.

Specifications may be seen at the office of the Superintendent of Buildings and Repairs, No. 146 Grand street, third floor.

Two responsible and approved sureties will be required from the successful bidder. Proposals will not be considered unless sureties are named.

The Trustees reserve the right to reject any or all of the proposals offered.

PETER RYLAND,
TIMOTHY DUFFY,
JOHN BURLINGTON,
ROBERT McCARTHY,
THOMAS FRASER,
Board of School Trustees,
Nineteenth Ward.

Dated February 21, 1879.

There never was a boy yet who did not want a watch; not a toy affair, which could only run when its possessor carried it, but a genuine, bona fide watch, which had real works, and which could be wound up and would keep time. It has heretofore been difficult for fathers who had little money to spare to satisfy these natural longings of their sons; but that difficulty has now been overcome. The American Agents of the Great Geneva Watch Company have been ordered to sell the stock of watches made by the Company at a sacrifice, the Company having become bankrupt. The Agents have taken the store No. 763 Broadway, and are selling their gold watches as low as \$15, and silver for \$6. The boy who doesn't get a watch now may justly blame his father.

In addition to these watches there may be found, at the same store, some of those delicious little gold watches for ladies, for the manufacture of which the Geneva Company has been so long famous. These watches can be bought as low as \$10, and are just what every school girl who knows what is due her position will treasure her father or brother into buying for her.

S. S. Packard, at his Business College, 805 Broadway, qualifies young men for first-class positions by imparting a sound business education. The rooms are the most elegant, spacious and airy of any apartments in the city, and all the classes are under the care of thorough teachers. Call and see for yourself or send for circular.

Post Office Notice.—The Mails for Europe during the week ending Saturday, March 9, 1879, will close at this office on Wednesday at 11 1/4 A. M., on Thursday at 11 A. M., and on Saturday at 11 A. M. P. H. JONES, Postmaster.

OUR LETTER-BOX.

H. D.—We could recommend you to no better gymnasium than Malre's, at 30 St. Mark's Place.

Reasons—The fault—if indeed it may be termed such—lies rather with the Board of Audit than with the Board of Public Instruction. We entirely agree with you on the position you take relative to teachers' salaries, and will always hold ourselves in readiness to give our aid to any movement calculated to bring about a different state of affairs.

Teeth—Take care of your children's teeth from the time the first set begin to loosen. See that a new tooth is not crowded out of place by an old one which ought to come out. After the second set have grown in uneven through neglect, it is easy to have them straightened. A child thus cured for will in after years appreciate the kindness, and be grateful for the timely intervention, which saved trouble and mortification. There is no greater comfort or mark of beauty than a perfect set of teeth. A great many people might have been spared days and nights of agony from the toothache, beside having regular teeth instead of the awkward tusks that deform their mouths, had their mothers been careful and pulled out the baby-teeth in time.—*Elm Orion*.

An editor in Illinois having engaged a new reporter, received the following as his first effort: "We are informed that the gentleman who stood on his head under a pile-driver for the purpose of having a tight pair of bates driven on, shortly afterwards found himself in China, perfectly naked and without a cent in his pocket."

New York School Journal.

Office, 119 Nassau Street.

SUBSCRIPTION, \$2 50 per year, in advance.

GEORGE H. STOUT, Proprietors and
JOHN D. COUGHLIN, Editors.

NEW YORK, MARCH 2, 1879.

For \$2.50 a year paid at this office the JOURNAL will be left at Subscribers' residences early every Saturday morning, or it may be bought for five cents per copy at any of the News Stands.

COMPULSORY EDUCATION.

The system of what is called compulsory education has been in force for some time in several of the New England States and communities. Among other places where this method of forcing "the young idea to shoot" has been adopted is New Haven, Conn., and we are called upon to acknowledge and admire its success, from the fact, furnished by the official report, that in the last two months no less than four hundred and fifty "truant" school children have been "arrested" and "returned" to the respective institutions of which they were pupils. Commenting on this, the *Record*, of Philadelphia, whose editor evidently has no faith in compulsory education, says:

To those who are already advocates of and believers in such a system, this large percentage of truancy and its official discovery and temporary repression may be taken as encouraging evidence of the soundness of their theory, but to others it will probably be very far from conclusive or even consoling. To begin with, it seems to us that the fact of so many children daily seeking to escape the discipline of the schools would go to show that there must be some radical defect in the system of training pursued in those institutions. That there are lazy and vagabondish youngsters in all communities, to whom the slightest and most wholesome restraint is irksome, we know; but when the percentage of voluntary truancy is so great as that given by the New Haven officials, there must be something more than the mere natural tendency of childhood toward idleness to account for it, and we are inevitably led to look for the cause of the evil in the school system itself.

That it is perfectly possible to make the teaching of the young a pleasure alike to the instructor and the pupil is abundantly shown in numbers of schools, both private and public, throughout the country, and it is certain that wherever this is not done the fault of truancy and non-attendance rests, as a general rule, with the teacher and the system under which he or she labors, and not with the scholars. The compulsory method in such cases, with its official programme of "arrests" and "returns," is simply the placing of our public schools on the same level as our houses of refuge and correction, making our innocent children malefactors, so to speak, in the eye of the law, which thus usurps the authority and privileges of the parent, and subjects the whole community to the surveillance of an inquisitorial police, whose functions, however mildly exercised, cannot fail to produce an unfortunate effect upon the sensitive and tender minds and feelings of childhood, and render the duties and discipline of school more odious and terrible than ever to our little ones, thereby defeating the prime and single object sought to be attained by the system.

On the other hand, one of the strongest arguments in favor of compulsory education was not long since made by young Ware, the Jersey murderer, who, speaking from the gallows, said: "If I had ever received half the attention before I committed the deed that I have since, I never would have been here."

THE BIBLE.

If the *Herald* reports him correctly, Mr. Dexter A. Hawkins, a representative Reformer, takes a stand on the school question which cannot fail to prove popular with the masses. In a long interview between Mr. Hawkins and a reporter, reported in Sunday's *Herald*, we find the following:

Reporter—But I find that, in regard to the parochial schools belonging to the churches, leading Catholics state that they have to pay tax twice, first for the support of the common schools, in which a Protestant Bible is read to their children, and, secondly, taxes in an indirect way, or contributions for the support of the parochial schools, and that they are compelled to send their children to their own schools to prevent them from being proselytized by means of the reading of the Protestant Bible.

Mr. Hawkins—Ah, yes, I am afraid the whole argument hinges on the Bible question. I believe that the common school system is essential to the preservation of the republic. But, then, in working up this matter I had occasion to call on many Catholic clergymen, for the purpose of ascertaining if we could not meet on some common ground whereby we might agree to do away with all these donations to the

various sects, Catholics and Protestants. One Catholic clergyman I did meet—a liberal Catholic clergyman—a man of culture and refinement, and pastor of one of the largest, if not the largest, congregations of his sect in this city. To begin with, he objected to the Bible in the common schools, but he was willing, personally, to do away with sectarian donations by act of Legislature.

Reporter—What was that clergyman's name?

Mr. Hawkins—I am not at liberty to give his name. I said to him: "We reformers will remove the Bible from the common schools, and we will see if that will be satisfactory to you. Will you guarantee that Catholics will then send their children to the public schools when the Bible is removed?" He answered, with a smile, "No, we cannot promise that; for we hold that religious instruction should be given along with secular instruction."

Now we should be very sorry to see the Bible forcibly removed from a school where a majority of the children attending are in favor of having it read, but we are nevertheless of the opinion that something ought to be conceded to our Roman Catholic brethren, and that where they are willing to give up State appropriations to their schools and to send their children to ours, we ought to be willing to omit the reading of the Bible.

NATIONAL AID TO EDUCATION.

The House of Representatives having under consideration the bill to establish an educational fund and to apply the proceeds of the public lands to the education of the people, the Hon. James A. Garfield, of Ohio, gave his support to the measure in a very effective speech, from which we make a few quotations. He said:

In the few minutes given me I shall address myself to two questions. The first is: What do we propose by this bill to give to the cause of education? And the second is: How do we propose to give it? Is the gift itself wise, and is the mode in which we propose to give it wise? This arrangement will include all I have to say.

And first, we propose, without any change in the present land policy, to give the net proceeds of the public lands to the cause of education. During the last fifteen years these proceeds have amounted to a little more than thirty-three million dollars, or one per cent. of the entire revenues of the United States for that period. The gift is not great, but yet in one view of the case it is princely. To dedicate for the future a fund which is now one per cent. of the revenues of the United States to the cause of education is to my mind a great thought, and I am glad to give it my indorsement. It seems to me that in this act of giving, we almost copy its prototype in what God himself has done on this great continent of ours. In the centre of its greatest breadth, where otherwise there might be a desert forever, He has planted a chain of the great lakes on the earth, and the exhalations arising from their pure waters every day come down in gracious showers, and make "a blooming garden which otherwise might be a desert waste. And from our great wilderness lands it is proposed that their proceeds, like the dew, shall fall forever, not upon the lands, but upon the minds of the children of the nation, giving them for all time to come all the blessing and growth and greatness that education can afford. That thought, I say it again, is a great one, worthy of a great nation, and this country will remember the man who formulated it into language, and will remember the Congress that made it law.

The other point is one of even greater practical value and significance just now than this that I have referred to. It is this: how is this great gift to be distributed? We propose to give it, Mr. Speaker, through our American system of education; and in giving it, we do not propose to mar in the least degree the harmony and beauty of that system. If we did, I should be compelled to give my voice and vote against the measure; and here and now, when we are inaugurating this policy, I desire to state for myself, and, as I believe, for many who sit around me, that we do here solemnly protest that this gift is not to destroy or disturb, but it is rather to be used through and as a part of and to be wholly subordinated to what I venture to call our great American system of education. On this question I have been compelled heretofore to differ with many friends of education here and elsewhere, many who have thought it might be wise for Congress in certain contingencies, to take charge of the system of education in the States. I will not now discuss the constitutional aspects of that question; but I desire to say that all the philosophy of our educational system forbids that we should take such a course. And in the few moments awarded to me I wish to make an appeal for our system as a whole against any other known to me. We look sometimes with great admiration at a Government like Germany, that can command the light of its education to shine everywhere, that can enforce its school laws everywhere throughout the empire. Under our system we do not rejoice in that, but we rather rejoice that here two forces play with all their vast power upon our system of education. The first is that of the local, municipal power under our State governments. There is the centre of responsibility. There is the chief educational power.

But there is another force even greater than that of the State and the local governments. It is the force of private voluntary

enterprise, that force which has built up the multitude of private schools, academies and colleges throughout the United States, not always wisely, but always with enthusiasm and wonderful energy. I say, therefore, that our local self-government, joined to and co-operating with private enterprise, has made the American system of education what it is.

In further illustration of its merits, I beg leave to allude to a few facts of great significance. The governments of Europe are now beginning to see that our system is better and more efficient than theirs. The public mind of England is now, and has been for several years, profoundly moved on the subject of education. Several commissioners have lately been sent by the British government to examine the school systems of other countries, and lay before Parliament the results of their investigations, so as to enable that body to profit by the experience of other nations.

Rev. J. Frazier, one of the assistant commissioners appointed for this purpose, visited this country in 1865, and in the following year made his report to Parliament. While he found much to criticize in our system of education, he did not withhold his expressions of astonishment at the important part which private enterprise played in our system. In concluding his report, he speaks of the United States as "a nation of which it is no flattery or exaggeration to say that it is, if not the most highly, yet certainly the most generally educated and intelligent people on the globe."

I do not now discuss the broader political question of State and municipal government as contrasted with centralized government. I am considering what is the best system of organizing the educational work of a nation, not from the political standpoint alone, but from the standpoint of the school-house itself. This work of public education partakes in a peculiar way of the spirit of the human mind in its efforts for culture. The mind must be as free from extraneous control as possible; must work under the inspiration of its own desires for knowledge; and while instructors and books are necessary helps, the fullest and highest success must spring from the power of self-help.

So the best system of education is that which draws its chief support from the voluntary effort of the community, from the individual efforts of citizens, and from those burdens of taxation which they voluntarily impose upon themselves. The assistance proposed in this bill is to be given through the channels of this, our American system. The amount proposed is large enough to stimulate to greater effort and to general emulation the different States and the local school authorities, but not large enough to carry the system on, and to weaken all these forces, by making the friends of education feel that the work is done for them without their own effort. Government shall be only a help to them, rather than a commander in the work of education.

In conclusion, I say that in the pending bill we disclaim any control over the educational system of the States. We only require reports of what they do with our bounty; and those reports brought here and published for the information of the people will spread abroad the light, and awaken the enthusiasm and emulation of our people. This policy is in harmony with the Act of 1837, creating the Bureau of Education, and whose fruits have already been so abundant in good results. I hope that the House will set its seal of approval on our American system of education, and will adopt this mode of advancing and strengthening it.

THE PROPOSED NEW SCHOOL LAW.

The proposed new school law in the charter of the Committee of Seventy, which, during the week, passed the Assembly by a much larger vote than its most sanguine friends ever anticipated for it, reads as follows:

SEC. 86. There shall be a Department of Public Instruction, which shall have the same powers and discharge the same duties which are now vested in the Department of Public Instruction by Article XV, section 100, of chapter 383 of the laws of 1870, as amended by chapter 574 of the laws of 1871.

SEC. 87. Said department shall consist of not more than thirty commissioners, who shall be styled "The Commissioners of Public Instruction," and shall constitute the Board of Public Instruction of the City of New York.

SEC. 88. Said Commissioners shall be elected as follows: At the elections provided for by section 2 of this act there shall be elected in each Senate district of the city, as now established by law, six Commissioners of Public Instruction. Said election shall be held in the manner herebefore prescribed in sections 4 and 5 of this act for the election of Aldermen, except that the ballots shall be indorsed, "Commissioners of Public Instruction." All the provisions of said sections 4 and 5 shall apply to said election of Commissioners of Public Instruction, so modified however as to provide for the election of six persons only instead of nine. All ballots containing more than six votes shall be rejected. Said commissioners so elected shall take office on the first Monday of May next succeeding their election, and shall hold office for the term ending the first Monday of May of the succeeding year.

SEC. 89. Said Board of Public Instruction shall forthwith after their organization appoint, by a vote of a majority of the members, not less than three nor more than seven Trustees of Common Schools

for each ward of the city, which trustees shall hold office during the pleasure of the Department of Public Instruction.

SEC. 90. The Mayor shall immediately after the first Monday in May, in the year eighteen hundred and seventy-two, appoint three Inspectors of Common Schools for each Senate district, who shall hold office at his pleasure.

SEC. 91. From and after the first Monday of May, in the year eighteen hundred and seventy-two, the Commissioners of Public Instruction, Trustees and Inspectors of Common Schools, who shall be elected and appointed respectively under the provisions of this act, shall be vested with and discharge all the powers and duties which are now vested in and discharged by the Commissioners of the Department of Public Instruction, Trustees and Inspectors of Common Schools.

SEC. 92. It shall not be lawful to make any appropriation of public money or property, or to make any loan or lease of city lands, or to loan the credit of the city, directly or indirectly, in aid of any private or sectarian or denominational school that is not under the control and management of the Department of Public Instruction, and subject to the same general laws of the State as the public schools are.

REFERRING to the subject of female education, the *Tribune* says: "It would be worth while for every parent to examine the studies of his daughter with cool judgment and common sense, and see how far they are calculated to fit her for her duties as wife and mother, or, if necessity require her to earn her own living, what means they offer her for such an end. In nine cases out of ten he will find her studying Euclid by rote, without the faintest idea of a consecutive argument in the theorems; botany by diagrams, and not by plants; chemistry without a laboratory, and astronomy by daylight, without perceiving the advantage of an occasional glimpse of the heavens. A like want of thoroughness and practicability is found in every branch of woman's study, and has been found ever since the sudden revolution of opinion about fifty years ago as to the education necessary for her. 'French, music and chenille-work' were discovered not to be a liberal education; every art and science was opened to her, and wisely opened; the failure has been that, as a rule, she never is taught to study science as a scholar or art as an artist. The four years of a girl's education are usually given, one-half to music, whether she have any promise of true comprehension of it or not; the other half to a cramming of text-books containing the rudiments of more knowledge than she could master in a lifetime."

Two or three weeks ago the School Board of Pottsville, Pa., published an advertisement for a female teacher, "all applicants to be examined, in addition to the common branches in algebra, in American literature, botany, geometry, constitution, trigonometry, surveying, geology, physiology, natural philosophy, chemistry, mineralogy, astronomy and rhetoric," for all of which requirements the magnificent sum of thirty-five dollars per month was to be paid. The result was there was no female applicants, and the Board last week increased the salary one hundred per cent., and engaged the services of a man without asking him to undergo any such examination. If the members of the Pottsville School Board live long enough there is good reason for hoping they may yet come to the belief that a teacher, as well as a laborer, is "worthy of his hire."

FREDERICK KIDDLE, brother of our worthy City Superintendent, died at his residence in Twelfth street, South Brooklyn, in the fifty-first year of his age, on Monday morning last. On Thursday afternoon his remains were interred in Cypress Hills Cemetery.

THE Mayor of Salem, Mass., who was an old school teacher, gets sixteen hundred dollars a year for his services, which he contends is too much, and he has applied to the Common Council to have it reduced to eight hundred. Poor man, the air of the schoolroom hangs round him still!

COMPTROLLER GREEN paid the professors and teachers of the College of the City of New York on Wednesday last. Now let him hurry up the back pay of the teachers, who need their money fully as much as any one whose claim now lies before the Board of Audit.

By the permission of ex-Superintendent S. S. Randall we will next week publish some highly interesting extracts from his "History of Public Instruction in the

City of New York," which is now nearly ready for publication.

THE Principals of the grammar schools in Brooklyn have asked for an increase of salary, and it is now thought that they will get an advance of \$150 on the \$2,250 which they are at present receiving.

THE Board of Audit on Thursday passed an appropriation for the payment of the salaries of the evening school teachers.

Tox Populi.

MORE MUSIC BOOKS WANTED.

MR. EDITOR: Having seen a letter in your impression of February 24 respecting music for use in schools, we write to say that we have a very large stock of music which we believe would be found suitable for the purpose named.—Yours faithfully,
NOVELLO, EWER & CO.

News from the Schools.

PUBLIC SCHOOL TEACHERS' ASSOCIATION.—The monthly reception of the Public School Teachers' Association was held in the large hall of the Cooper Union on Monday afternoon last. The interest in these social gatherings of the teachers and their friends is constantly increasing, and the attendance is gradually growing very large. There were at least a thousand persons present, and although the hall was not entirely filled, yet it was the largest meeting since the organization of the association. The use of the hall was kindly permitted by Mr. Peter Coop. who takes considerable interest in the welfare and success of the association. Mr. Francis J. Haggerty, the President, occupied the chair as presiding officer, and Mr. Gilbert B. Hendrickson, the polite and efficient Secretary, officiated in the capacity of his position. On the platform were the officers and members of the committees and a number of prominent persons, among whom were Prof. David B. Scott, President of the Introductory Department of the College of the City of New York; Prof. Thomas Hunter, President of the Normal College; John N. Hayward, Professor Schlegel, James Kelly, Commissioner Lewis and others. Previous to the opening of the exercises Mr. Haggerty made a brief introductory address, in which he stated the object of the Association was of a purely social, musical and literary nature, and that the Teachers' Association is determined to be a live, active and energetic organization, and to accomplish this, the only proper way is to have these monthly receptions. No persons understand the arduous labors of the teacher's profession better than the teachers themselves, and they are somewhat envious by our gathering to listen to the wholesome instruction and the charms of music and song. This is an age of revolution, and the mark of progress is impressed on all things of a physical, intellectual and spiritual nature, and the Teachers' Association, aware of this fact, is determined to be alive and active in looking after the welfare of the profession, to elevate it and place it among the learned professions. In fact, it is the *Alpha* and *Omega* of all professions, as it is the foundation, the basis on which their intellectual structures are reared, and even the end, for in after years, when their usefulness is decreasing and growing small, the ministers, lawyers, physicians, have to fall back upon our profession. At the conclusion of his remarks, which were received with great applause, he introduced Prof. Davis, who performed a selection from Thalberg's "Moses" on the piano, in a manner that cannot be too highly commended. The remainder of the programme, which follows, was carried out faithfully, and although a little too musical, was very appropriate and was highly appreciated by those present:

THE PROGRAMME.

Duet—Misses Lizzie Forster and Harriet Mee. Romanza, from Verdi's "Ballo in Maschera".
Sic. Giovanni Boy Reading—"High Tide on the Coast of Lincolnshire".
Romanza, from Mercadante's "Se O Giuramento".
Mrs. J. H. Crandall
Trio—Misses Sarah Jewett, Lizzie Forster and Harriet Mee.
Lecture—"Comparative Linguistics". Prof. Schlegel.
Arie, from Donizetti's "Kilia d'Amore".
Sic. Giovanni Boy
Quartet—Misses Sarah Jewett, Lizzie Forster, Lucy Jewett and Harriet Mee.
Romanza, from Verdi's "Ballo in Maschera".
Sic. R. Buongiorno
Extempore on Popular Airs.....Prof. Davis

The lecture by Prof. Schlegel, of the Normal College, was an elaborate and carefully prepared essay on "Comparative Linguistics," and showed that the learned professor was not only deeply versed in the subject, but also had the happy faculty of expressing his thoughts in such an interesting way as to hold the attention of his hearers. An abstract of the lecture will be found in another part of the JOURNAL, and will amply repay a careful perusal.

During the exercises three of the Japanese Commissioners paid a visit to the meeting and remained a short time, and were well pleased with the gathering.

NEW YORK COLLEGE.—By some oversight the standing of the students of the Junior Class in Mineralogy in the college was not published last week. In our article on this subject, a correspondent calls our attention to the fact and requests us to state that the standing of the class was as follows: Junior Class, Mineralogy—1. J. Murray; 2. J. H. Stoutenburg; 3. C. P. Fagnani; 4. L. H. Rullman; 5. W. S. Jarvis; 6. J. S. Battell.

College Notes.

—Ebbert Hall, 55 West Thirty-third street, near Broadway, Friday, March 8, 7:30 P. M.—Joint Meeting of both Literary Societies.—1. Reading of Scriptures. 2. Roll call. 3. Formal opening, by an address by Mr. S. J. Beach, President of Clionia. 4. Essay, by Mr. A. Salomon, of Phrenocoma. 5. Debate (for prize), "Has increased wealth a beneficial influence upon people?" Affirmative: 1. Mr. Hays; 2. Mr. Gulick, Phrenocoma. Negative: 1. Mr. S. Beach; 2. Mr. Loewenthal, Clionia. 7. Essay, by Mr. B. J. Falk, Clionia. 8. Declaration, by Mr. H. Leipziger, Phrenocoma. 9. Miscellaneous business. Referee, Ch. Roberts, Jr., LL.D.; Judges, Messrs. Frye, Jr., and McMaster.

—Mr. Plant, not Mr. Sosnowski, in "First" in French in the Introductory.

—E. Leman is 3 in Bookkeeping and Phonography in that class, not Mr. Lemon.

—Alpha Delta Phi has scored another victim in '74.

—A mistake occurred in reckoning out the general standing of the Senior Class. It ought to read: 1. Thorneil. 2. Van Santvoord. 3. Woodward. 4. Putzel. 5. Hochheimer.

EDUCATION ELSEWHERE.

Virginia has 2,800 public schools in operation under the new school law.

Boston expends \$30,000 annually for musical education in its public schools.

Chicago pays her teachers according to their efficiency, making no distinction between males and females.

Illinois has a Normal University, with an endowment of \$300,000. New York has eight Normal schools, for the support of which \$150,000 are appropriated annually. Massachusetts has five, Vermont three, and New Jersey and Connecticut each one.

FOREIGN NOTES.

We fear that M. Jules Simon's Education bill is in a bad way, for it does not seem to find favor on any side. It is not a very promising indication of its success to see Mr. Dupanloup, the eloquent Bishop of Orleans, appointed chairman of the Joint committee to report upon it. M. Simon wishes it distinctly understood that he does not stake his portfolio upon his bill, or make its passage a ministerial question. If it does not please everybody, he is quite open to persuasion, and is willing to alter and amend it until "everybody" is content. We find many excellent points in this bill; but, of course, nothing will satisfy the Church party but congregational instruction, and the Radical party will listen to nothing but laical instruction. How M. Simon will manage to please both parties we do not exactly see.—*American Register*.

The Library.

E. H. BUTLER & Co.'s NEW AMERICAN SERIES. The New American First, Second, Third, Fourth and Fifth Readers. By Epes Sargent & Amasa May. E. H. Butler & Co., Philadelphia; and David S. Jasper, New York.

It is no easy task to give a proper series of reading books for children: one that shall at the same time interest, instruct and lead on by easy steps from the simple to the full power of reading. The simplicity of the words and ideas befitting the very early age makes this specially difficult in the early stages, and the aptness of children to substitute memory for study makes illustration in itself a danger for the very beginners.

It is not too much to say that in this difficult portion this series is a success, and in the succeeding second, third and fourth readers the selections are such as to keep up the interest and yet not go beyond the natural development of thought.

In the fifth part we recognize many of the old stand-bys of readers and elocution books since such books have existed, but there is an unusually large selection of pieces from modern masters whose names are living household words, and among them not one that being there could well be excused. Short pieces, complete in themselves, they are, besides their immediate purpose, provocative to other reading, not as a task but a pleasure.

THE SECRET OF BRET HARTE.

Bret Harte is a thoroughly educated man, sympathizing with the finest results of thought and culture, and gifted with a delicacy and depth of feeling which even Tennyson would not disown. His best interpretations are undoubtedly subtle interpretations of the "roughs," but he does his work all the more powerfully because he is individually raised above the coarse creatures whose subterranean virtue he detects and depicts. The repulsive outside does not conceal from his sharp eye the presence of some of the noblest qualities of human nature. Still, he ever looks down on what he represents. In none of his stories does he place himself on a moral or intellectual level with his subjects. The sentiment of humanity is all that connects him with his vividly conceived and boldly drawn characters. The characteristic poems and stories of Bret Harte bear us out in the theory of his genius and popularity. He has great sharpness of merely external observation; he has also great depth of moral insight. Personally fastidious in the matter of taste, he has an eye wide open to the merits of the people who shock all his notions of taste. He interprets rude populations, which he at the

same time condemns. In short, he is a poet and humorist, vividly producing new and fresh forms of human character, but careful to throw them into just relations with their betters. He shows that the blackguards are not so bad as they appear; but, in thus vindicating human nature in the person of its worst representatives, he indicates a faith in humanity which austere moralists have too often overlooked. Bret Harte comes forward as the interpreter of the "roughs," only on grounds which will eventually extinguish ruffianism. He touches that vital virtue in their inmost souls which will in the end regenerate their coarse natures. He may be tolerant of their besetting sins, but his toleration is of that sort which tends to lift rather than to justify them. In short, he is thoroughly Christian in the sentiment which directs equally his humor and his pathos, though he is artistically careful to conceal his end in his means, and to teach morality while seeming to dispense with it. The real danger to literature in Bret Harte's success will spring from his imitators. His subjects are in themselves vulgar; he redeems their vulgarity by his genius. Tempted by his popularity, scores of clever writers will rush to the gold mine he has discovered and try to appropriate its treasures. They must fail, for they will simply further vulgarize the vulgarity which Bret Harte has succeeded in idealizing. The real literature of ruffianism begins, and we trust will end, in Bret Harte.

PRACTICAL ELOCUTION.

BY PROF. A. A. GRIFFITH.

Elocution is the outward expression of inward thought or emotion, either by word, look, gesture, expression of the features, or a combination of all these. Some men speak and act naturally, as children do; others are taught to restrain their emotions, not to show, by word or look, the feelings of their hearts upon any subject. All our thoughts are not alike; hence one tone or expression is not appropriate for all. There must then be various methods of expression and degrees of force, &c., inculcated in early years. Our education is faulty if it does not educate the student to give proper expression to the thought he possesses. The study of elocution may be often overdone; but better this than not to be done at all. We need grand thoughts, and then elocution to express them. It is useful in business, as well as upon the forum or platform—in all the walks of life, and in every profession—and it behooves the teacher to see to this early in the attendance of each pupil in the school. Teach the children, in the very beginning of your teaching, to stand well and to gesture well. A good personal address is elocution. There are few students—few men, indeed—who can stand at ease upon the platform or before a multitude. This, then, is one of the first things, and the thing most requisite to be taught. But no master of the grand art of gesticulation can compare his performance with the simple, elegant motions of the child. Some simple methods were given of inculcating these views, and of instilling into the minds of pupils, almost as if by magic, the knowledge of accent, emphasis, inflection, &c., and this, too, without perplexing or confounding them with any hard terms or definitions. There is a way to lead and direct the class, by a few moments' exercise each day, toward a full and natural understanding of all the important principles of elocution, and their relation to reading and speaking. The teacher should be ready with a few sentences to give the pupil, if he has not his piece perfectly committed. He will soon gain confidence and become, if not an enthusiast, a successful elocutionist.

A man that addresses the masses must have the art of elocution to be successful. There is no art which equals it. Sculpture, painting, are not to be compared with it. Nothing so appeals to the human soul as the highest form of this art. Many have become great orators from practicing on one line or passage only until they compassed the gamut of sound as readily as the trained musician reaches his highest notes.

SOWING DISCORD.

"Aunt Alice, I think Sarah Lee is the most disagreeable girl in our school; she is always making mischief. Now I have helped her ever so many times in her lessons, and lent her my history, but she is not in the least grateful. She told Mabel that she thought I was awful proud of my curly hair, and that my composition wasn't half as good as Mary Gray's."

"Were not both statements true?" quietly asked her aunt.

Laura blushed, but presently said: "I think it is very mean for her to talk about me, any way. I suppose she was provoked because I got above her in spelling. I am sure it was not my fault that she missed. I told Mabel I thought that was what made her so spiteful."

"You never talk against her, do you, Laura?"

"No, indeed; I am sure I never did."

"Take care, my child; I think I can convince you that you said she was the most disagreeable girl in school, that she was always making mischief, that she was ungrateful, and spiteful because you got above her. Now, did she ever say anything half as bad about you? How would it sound if you had just said was reported to her, exactly as you said it? Would you not be very sorry indeed to have her hear it?"

Laura looked as she felt, very much confused, and she had no apology to offer. "Always look carefully within, my

dear, when one speaks ill of you, and see if you do not deserve it and cannot get a lesson from it. Then, before you allow yourself to get angry, ask if you have not said quite as bad things about the other party. There are a great many hasty words spoken which hurt nobody but the speaker, unless they are repeated. To do this is a tale-bearer's business; that is strictly forbidden in the Bible. 'Thou shalt not go up and down as a tale-bearer among my people.' It was wrong for Mabel to repeat the words that gave you so much annoyance, and it is quite likely that she reported your answer also. Of all seed-sowing it is the poorest to sow discord among those who should be good friends. I think the true course for you, dear, is to repent truly of your unkind words, and seek, by uniform kindness, to be reconciled to your friend. As you are much the greatest offender it is proper that the first step toward a reconciliation should come from you."

GENERAL INFORMATION.

—Mr. E. J. Annin, the well-known flag and banner manufacturer at 140 Fulton street, does a larger business in his line (and therefore can afford to sell cheaper) than any other man in the city. In old times, before rings monopolized everything here, Mr. Annin furnished the city with all the bunting it required at very reasonable figures; but for some time past our city authorities have transferred their trade to a sailmaker who bought his goods from Mr. Annin. Now that the reform fever has taken hold of the people, Mr. Annin will no doubt get back the trade that was so unjustly taken from him.

—The publishing house of A. S. Barnes & Co. publishes more text-books than any other house in the United States.

WHY EVERY LADY CAN HAVE A SEWING MACHINE.—"I cannot afford to buy a sewing machine" is a very common remark; but we never heard it said, "I do not want one." Those who call at 43 Bleeker street, between Broadway and Bowery, will be furnished by the New York Machine Sewing Company with a first-class sewing machine on monthly installments of from \$5 to \$10 per month, payable in work at home, or in cash payments, or part cash and part work. Cash will be paid to the operator at the end of each month for all money earned above the regular monthly installments. Instructions free.

BEWARE OF COUNTERFEITS.—Use Brumwell's celebrated Cough Drops. The genuine have A. H. B. on each drop. General depot, 410 Grand street, New York.

—Drunkness and opium eating. Dr. Beers, 107 Fourth avenue, New York, has permanent and painless cure for both. Thousands cured. Send stamp for conclusive evidence.

—Maire's Gymnasium, 20 St. Mark's place (Eighth street). Special attention of teachers and scholars is called to physical culture. Terms, three months, \$12. Liberal inducements made to clubs of six or more.

—Dr. Colton originated the laughing gas for painless tooth-extraction, makes the gas fresh every day, and performs just what is promised. Come to headquarters, 19 Cooper Institute.

—Teachers and pupils desiring to purchase a good watch at less than the cost of manufacture, should go and see the beautiful stock of the bankrupt Geneva Watch Co., now being sold at No. 763 Broadway. The assortment is the largest ever gathered together in this country, and prices range from six to over two hundred dollars.

—The fine tone, perfect finish and durability of the pianos manufactured and sold by F. C. Light & Co., of 431 Broome street, together with the easy terms upon which they may be rented or bought, are inducements which make these instruments very popular with the public.

—Delmonico Little's Syrup Pectoral will no doubt prove of great benefit to parties suffering from coughs or colds. A supply should be kept in every household in case of sudden emergency.

—The New York Conservatory of Music, which ranks with the highest European conservatories, has done more to inculcate a more improved musical taste and knowledge than any other institution in this country. Many of its pupils have won professional distinction, under the teaching by the new system, which, by the way, is now generally acknowledged to be more perfect and speedier than the old methods. The conservatory is at 820 Broadway, and has a branch at 102, 104 and 106 Court street, Brooklyn. It is under the management of S. N. Griswold, President; Messrs. Mollenhauer and Griswold, Directors; P. R. Maverick, J. Orjies and Miss E. F. Halleck, Secretaries.

—The Ellsworth Pens have become very popular, not only in schools, but in counting-houses. They have remarkable elasticity, and corrode very slowly. The action of our Department of Public Instruction in putting them on the supply list is to be commended.

—Mrs. Joyce, the well-known manufacturer and dealer in domestic and French corset, opened her new store at 1296 Broadway yesterday, for the accommodation of her largely increasing up-town customers. The old established place at 233 Sixth avenue will be closed for repairs until the 1st of May next, and when reopened will probably be the finest and best furnished store in that active business street. First-class goods and cheap prices are the attractions which make this store such a favorite.

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ENGLISH IN SCHOOL.

Not long ago I visited a gentleman with whom I am somewhat acquainted, though I have never learned to know him thoroughly, a professor of English in an institution of learning not a thousand miles away, and found him busily engaged in examining a large number of candidates for admission to his school. I have always felt an interest in the subject of English instruction, and have my own notions in regard to its dignity and importance as a branch of school and college learning, and I was therefore curious to know whether the professor's opinions tallied with my own, and what had been the result of his experience with the large number of young men whom he had had the opportunity to examine. In reply to a question on this latter point, he answered:

"Sir, it is lamentable. I am sometimes puzzled to know what boys in school do nowadays. The few who go to college, we know, study Latin and Greek after a certain fashion, and must, in order to obtain admission, give evidence that they have been over—of their real knowledge I might not be well, perhaps, to inquire too curiously—a certain number of books in those languages. But what are the rest of the boys about? Of one thing I am sure—they do not learn to use their mother-tongue correctly. Look at these papers." And he passed me a handful of examination papers, which, though the work of young men of sixteen to eighteen, seemed to be the productions of ill-trained boys of twelve. The writing, spelling, punctuation and expression were all equally bad.

"I do not mean," continued the professor, "that they are all quite as bad as those. I have shown you the worst half. But I do mean that it is the rarest thing to find evidence in these papers of thought, of reading, or of real mental growth, such as you ought reasonably to expect in a young man of seventeen, the graduate of a high school. And yet I know they come from schools where the teachers are diligent and the scholars not altogether idle. There can, it seems to me, be but one explanation of the astonishing fact that school life seems to pass over these boys and make next to no impression as regards improving their taste, gives them next to no real knowledge of English literature, and fails to make them in any degree masters of their mother-tongue. That explanation is that the methods of teaching are bad."

"Why," said I, "they study English grammar, don't they?"

"Yes," he answered, gravely; "but on the present system, not begun early enough, nor pursued with sufficient thoroughness. If we were thoroughly consistent in our present method of teaching English, we should begin with the babies, and instead of teaching them, as the first words they utter, to say papa, mamma, moo, and all the rest of the infantile vocabulary—a foolish system, based upon that absurd doctrine which the learned Professor Max Müller so justly stigmatizes, you know, as the 'bow-wow theory'—we should be thoroughly logical and philosophical, and teach them, as their first utterances, to say noun, participle, preposition, objective, subjunctive, and the like. These words, it is true, would be found to be slightly more difficult for the vocal organs at that tender age; but with our improved systems of vocal gymnastics we might confidently expect to overcome the difficulty, and think what a firm foundation we should be laying! Why, 'Greene's Analysis' might be begun with clever children in the primary school, and the whole philosophy of linguistics completed at the earliest possible moment. There is, to be sure, a certain appearance of putting the cart before the horse in this method, because a cavilier might object that you cannot profitably analyze a thing till you possess it, and in all this philosophizing about language no provision seems to be made for acquiring the language itself; but then you know what treasure of pure English the children gather in the street, and what models of idiomatic style are set before them in the newspapers: so that seems to be provided for. And, on the other hand, the parents would be perfectly satisfied that their children were getting 'learning'; for the popular notion of learning is that it consists in hard words, and in something as far removed as possible from common-sense."

I laughed, and had to acknowledge that there was some truth in that. "But," I said, "you surely would not go so far as to exclude the teaching of English grammar from our schools?"

"I would exclude the teaching of our present English grammars," said he. "If I could have my way, I would gather them all into one huge pile, and, making a bonfire of them, offer them as a sacrifice to the wronged genius of our noble mother-tongue. The original pattern on which they are all constructed was made before the science of comparative philology was known, and by a classical scholar who took for his model a Latin grammar as Latin grammar was then understood. And as the Latin language is radically different in its structure from the English, being a simple and an inflected, while the English is a composite and an uninflected language, the consequence has been that a parcel of absurd forms and unmeaning rules have been foisted into our English grammars which represent nothing real in the language. And, worse than this, as our school-book makers of the present day are sure to be innocent of any sound knowledge even of classical, much more of comparative philology, and are in Egyptian darkness in regard to the general

structure of the Teutonic family of languages, to which the English belongs, the result is that the handiwork of our book-sellers' compilers as it increases in bulk diminishes in value; and the superstition that it is necessary to master the empty jargon and verbiage of these books is what kills the life out of English instruction in schools. All that they contain that is of the least value to children might be put into ten pages."

"I am curious to know," said I, "if you are going to take away one of the main pillars on which our public-school education rests, what you propose to substitute in its place?"

"I would substitute, for one thing," said he, "the real study of English. Grammar is metaphysics in disguise, though in the attempt to adapt the study to the youthful mind our school grammars become what Professor De Morgan very justly said that most school arithmetics were—ships of war with their guns thrown overboard. Grammar being properly the philosophical analysis of the structure of language, and language being the instrument and obedient servant of thought, grammar, properly studied, becomes the analysis of the mental operations, than which no study can be worse fitted for the youthful mind before its powers of abstraction and reflection are developed. What can be more preposterous than for children to attempt to master all the profound and subtle movements of a fully developed mind, as they display themselves in thought transformed in language—movements which tax the abilities of the mature metaphysician to follow? We cover up all these real difficulties with a set of dry and empty rules and formulas, and then impose this abracadabra on the mere memories of children. What wonder they don't know their mother-tongue! If you would know what the real difficulties of grammar are, read Burgraff's 'Grammaire Generale' or the paper on the nature and analysis of the verb in the Rev. Mr. Gar-nett's 'Philological Essays,' or the discussion on the nature of the parts of speech in the new edition of Mr. James Mill's 'Analysis of the Human Mind'—though I would not have you suppose that I agree to his philosophy—and then see what sort of a study this makes for children, even with its guns thrown overboard."

"But what do you mean," I asked, "by the real study of English?"

"I will answer your question by another," said he. "How do your Cambridge College crews prepare themselves—for I suppose you know—for that great event, the college boat-race? Do they all put themselves into the anatomical class, and study minutely and microscopically the anatomy of the biceps and other muscles?"

"I never heard that they did," said I; "I think, as a general thing, they know very little of the anatomy of the biceps. I believe they put themselves into their boats and practice rowing every day."

"Exactly," said he; "and they thereby gain skill in the use of the oar, and strengthen their biceps, though they may know nothing of its anatomy. Do they not?"

"They certainly do,"

"And of two crews, one of which had spent two thirds of its practicing time in studying anatomy, while the other had spent the whole in rowing, which do you think would be most likely to win the race?"

"Clearly the latter," I answered.

"And do they sometimes even win the race without so much as knowing which the biceps is?"

"I think, in the present state of college anatomical instruction, that may safely be predicated of prize crews."

"Well," said he, "then I think we may safely affirm that though other things being equal, such knowledge would not hurt them, yet it is clearly superfluous and unnecessary, so far as regards winning the race. Now the instruction which I would give to children in their mother-tongue is of a precisely similar kind. I would have them learn it first by using it, and in no other way. I am finding no further fault with grammar, which is a very noble study, and should by all means be cherished, in its proper place and time, than that it is utterly unsuited to be the chief instrument for the mental discipline of children, and beyond the barest rudiments, should not be taught them at all."

"What should you think," he continued, "of the wisdom of those who, having in charge the bodily health of these children, should set them down day by day to a table spread with the bones of the meat, the chaff of the wheat, and the husks and rind of the fruit provided for them? Would not the youngsters present a somewhat thin and meagre bodily appearance? and would not their healthy youthful appetites rebel against such a diet, and call for something a little more juicy and nutritious? What would seem preposterous treatment of their stomachs is our orthodox school method of treating their brains. Instead, for instance, of making them love and appreciate Shakespeare, we teach them to parse him—a process which results in dime novels and other literature of that sort as their actual reading, though possibly some may attain the height of Mr. Tupper."

"You would, then, if I understand you," said I, "have the children learn English, even in school, by reading good authors, and by writing down their thoughts the best way they could, without regard to rules?"

"Yes," said he, "under the guidance of

"Abundant evidence might be adduced to prove that the best and most idiomatic among English writers have paid most attention to the study of philology, and that very bad writers may be found among the grammarians; but nothing is more long-lived than an educational superstition."

teachers who, having been taught to think and feel themselves, know how to make the children feel and think. How do you write yourself? Do you square your elbows and say, Now I will illustrate my subject by a metaphor? or, Now I will be sublime according to the rules of the much-to-be-discommended Mr. Quackenbush? Do you keep that vast abstruse, Mr. Gould Brown's Grammar of English Grammars, constantly by your side, and search painfully through his 1103 pages to see whether by chance you may not have violated one of his, say, 40,000 rules? I think you do no such thing. You know well enough that the two conditions of good writing are, first, clear thinking, and second, the command of a copious vocabulary, gained through a loving familiarity with good authors. Now I would have that sort of training begin in the primary school, just as I would have the children's training in science begin there."

"Training in science begin in the primary school!" exclaimed I. "Is it not enough to begin rhetoric there? You surely would not bring in all those formidable ologies besides?"

"Indeed I would," said he; "zoology, ornithology, entomology, ichthyology, paleontology, and all the rest of them. They contain the very objects the Creator has provided as the stimulants of childish curiosity, and—what is not so often observed—they are the main and proper subjects on which to begin the exercise of the child's faculty of language." Which would you prefer as a school composition—a boy's description of his last shooting excursion, or a girl's faint reminiscence of last Sunday's sermon on the virtuousness of virtue? Are you going to be taken in by pedantic Greek names? What is entomology but catching and examining bugs? And can't a baby catch a bug and wonder at its curious form and ways? And does not all science grow out of that very wonder? What is the youthful mind curious about—at least till we deaden it with our preposterous schools—but about these very marvels of creation which we do our best to spoil for him with our learned jargon and our grammar rules! Why, every village school should be an Agassiz museum in miniature, and the children should be continually writing learned memoirs upon its contents—learned to them, though not, perhaps, to the American Academy of Arts and Sciences."

"There is certainly something in what you say," said I, "and I suppose, as you would have natural history begun in the primary school, you would have physical and, perhaps, chemical science begun there too; for there seems to be no limit to the number of studies you would introduce into this brave primary school of yours?"

"Indeed I would," said he, "and in one sense there is no limit, save the possible subjects of human knowledge. Children are even philosophers and metaphysicians in their own childish fashion, and ask questions sometimes which puzzles their elders to answer. I would therefore include philosophy among my primary-school studies. And surely the unpolished minds of children are of imagination all compact, and a first and foremost primary study should be poetry. Our schools ought to be represented by a series of concentric circles, which should have the primary school for a centre, and then the little human soul should take its first feeble steps in all directions out into the vast domains of knowledge, and no further in one direction than into every other. But do you think a diagram of concentric circles would represent our school course now, so long as a dead grammar and an equally dead arithmetic monopolize the lower classes, while the upper are crammed with a farrago of undigested misinformation?"

"I am afraid our diagram would turn out a much more irregular figure," I answered. "There is certainly a deal of mere cramming now in the upper schools on subjects which cannot be properly learned, because the foundation was not laid in the lower ones; and, on the other hand, a habit in the elementary schools of carrying the few subjects which make up the meagre course of study far beyond the real capacity of the children to understand them. But I anticipate one objection. How about providing philosophical apparatus for so many schools? Would not that prove altogether too expensive?"

"You must be a braggart and malapropist ginner," said I. "They are announced in this stage of proceedings, for they lead the child to think of science as something different from the real investigation of the quiet forces in the midst of which he lives. If the teacher knows her business, she will know how to use the school pump for apparatus, and the pulleys in the window-sash, and will find lessons in the carpenter's shop and the grist-mill, and know how to teach chemical affinity with a tumbler and

"That the only possible instrument the human mind can employ in its abstract thinking is the symbol-language furnished by the phenomena of the material world was long ago observed, and is a principle in the philosophy of language which every new research only more fully confirms. The dry foolishness of much of our theology arises from the fact that our modern schoolmasters, profoundly ignorant of modern science, will persist in looking upon it as an enemy rather than a friend. You might as well look for an inside without an outside as a true theology or a true metaphysics without true science, and we shall never succeed in teaching children language effectively till we begin the process as nature meant we should, by furnishing them first with the material out of which language is created—namely, a knowledge of material things."

"I see, my dear Theodora, that Theodora had a true insight into your nature when he said that you were a philosopher; for wonder is the feeling of a philosopher, and she philosopher began in wonder. He was not a bad generalist who said that Iris, the messenger of Heaven, is the child of Theodora (Wonder).—Hale, Theist, 105, Jewett's Translation."

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an old tin pan and a pinch of chemicals from the apothecary's. Then the boys will whistle out apparatus with their jack-knives, instead of hacking the school desks to pieces—for Yankee boys must whistle—and will set up their mill-wheels in the brook, and thus we shall get the raw material to make engineers of."

"The part," he continued, "which grammar plays in cutting the throat of real English instruction, is played by arithmetic in cutting the throat of real scientific instruction. After children begin to cipher, why should they not have something to cipher about besides everlasting bushels of wheat and barrels of molasses? Because there is nothing else provided for them to study, we carry on their study of arithmetic much too far and too fast, and, loyal to all the absurdities of our educational philosophy, entangle their minds in the metaphysical abstractions of the theory of numbers before we have provided them with anything (except the molasses barrels) to employ these numbers upon. If arithmetic instruction were carried on slowly, and side by side with physical instruction, and as its instrument, the higher parts which are now learned by rote would come in at a point where they would be really understood. School instruction in arithmetic has been degenerating since the days of Warren Colburn. I declare to you, if I could have my way, I would throw our school arithmetics into the same bonfire with the school grammars. The sensible teacher does not need them, and to the child they are a mere darkening of knowledge. The school arithmetic should be no larger than the school grammar. Then, why, I should like to know, is not the science of form begun with children as early as the science of numbers, except that nobody knows how to write an elementary geometry, and fill it with real practical illustrations? I grant that something has of late years been done for art by the introduction of music, and sometimes when I hear the sweet singing of our school children I am tempted to pardon all the short-comings of our schools in consideration of its beautiful influence."

"You are a terrible Utopian!" said I. "Why, I don't see but if you had your way school would be actually a pleasant place, and children would be absolutely interested in learning."

"Perhaps that would prove the remedy for several evils," said he; "truncity, for instance, and tardiness, and the dire necessity for the continuance of that relic of barbarism, corporal punishment and the indifference of parents. But I am sure that one result would be that children would learn two things they do not learn now—namely, how to think and how to use their mother-tongue correctly."

And I left him, pondering much over his Utopian ideas, but, on the whole, rather agreeing with them.—Harper's Magazine.

THE SOLAR ECLIPSE.

BY J. NORMAN LOCKYER.

Now for the observations. Perhaps I may be permitted to begin with my own, as at the present moment I know most about them. I determined to limit my spectroscopic observations to the spectrum of a streamer, and to Young's stratum, thereby liberating a number of seconds which would enable me to determine the structure of the undoubted corona with a large refractor, to observe the whole phenomena with the naked eye, and through a train of prisms with neither telescope nor collimator, and finally with a Savart and biquartz. I found the 120 seconds gave me ample time for all this, but, owing to a defect in the counterpoising of my large reflector, which disturbed the rate of my clock, I missed the observation of the bright line stratum (assuming its existence) at the first contact. At the last contact Mr. Pringle watched for it and saw no lines.

Having missed this, I next took my look at the corona. It was as beautiful as it is possible to imagine anything to be. Strangely weird and unearthly did it look—that strange sign in the heavens! What impressed me most about it, in my momentary glance, was its serenity. I don't know why I should have got such an idea, but get it I did. There was nothing awful about it, or the landscape generally, for the air was dry and there was not a cloud. Hence there were no ghastly effects, due generally to the monochromatic lights which chase each other over the gloomy earth, no yellow clouds, no seas of blood—the great Indian Ocean almost bathed our feet—no death-shadow cast on the faces of men. The whole eclipse was centred in the corona, and there it was, of the purest silvery whiteness. I did not want to see the prominences then, and I did not see them. I saw nothing but the star-like decoration, with its rays arranged almost symmetrically, three above and three below two dark spaces or rifts at the extremities of a horizontal diameter. The rays were built up of innumerable bright lines of different lengths, with more or less dark spaces between. Near the sun this structure was lost in the brightness of the central ring.

But from this exquisite sight I was compelled to tear myself after a second's gazing. I next tried the spectrum of a streamer above the point at which the sun had disappeared. I got a vivid hydrogen spectrum with 1474 (I assume the point of this line from observation) slightly extended beyond it, but very faint throughout its length compared with what I had anticipated, and thickening downward like F. I was, however, astonished at the vividness of the C line, and of the continuous spectrum, for there was no prominence on the

slit. I was above their habitat. The spectrum was undoubtedly the spectrum of glowing gas.

I next went to the polariscope, for which instrument I had got Mr. Becker to make me a very time-saving contrivance—a double eye-piece to a small telescope, one containing a Savart and the other a biquartz. In the Savart I saw lines vertical over everything—corona prominences, dark moon and unoccupied sky. There was no mistake whatever about this observation, for I swept three times across and was astonished at their unbrokenness. I next tried the biquartz. In this I saw wedges, faintly colored here and there; a yellowish one here, a brownish one there, with one of green on each side the junction, are all the colors I recollect. Then to the new attack—the simple train of prisms which, the readers of *Nature* know, Professor Young had thought of as well as myself; its principle being that, in the case of particular rays given out by such a thing as the chromosphere, or the sodium vapor of a candle, we shall get images of the thing itself painted in that part of the spectrum which the ray inhabits, so to speak, we shall see an image for each ray, as if the prism were not there. What I saw was four exquisite rings, with projections where the prominences were. In brightness, C came first, then F, then G, and last of all 1474. Further, the rings were nearly all the same thickness, certainly not more than 2 m. high, and they were all enveloped in a line of impure continuous spectrum.

I then returned to the finder of my telescope, a 34 inch, and studied the structure of the corona and prominences. One of the five prominences was admirably placed in the middle of the field, and I inspected it well. I was not only charmed with what I saw, but delighted to find that the open-slit method is quite competent to show us prominences well without any eclipse. I felt as if I knew the thing before me well, had hundreds of times seen its exact equivalent as well in London, and went on to the structure of the corona. Scarcely had I done so, however, when the signal was given at which it had been arranged that I was to do this in the six-inch Greenwich refractor. In this instrument, to which I rushed, for Captain Bailey had just told us that we had "still 30 seconds more"—which I heard mentally, though not with my ears, as "only 30 seconds more"—the structure of the corona was simply exquisite and strongly developed. I at once exclaimed, "like Orion!" Thousands of interlacing filaments varying in intensity were visible; in fact, I saw an extension of the prominence-structure in cooler material. This died out somewhat suddenly some 5m. or 6m. from the sun, I could not determine the height precisely, and then there was nothing; the rays so definite to the eye had, I supposed, been drawn into nothingness by the power of the telescope; but the great fact was this, that close to the sun, and even for 5m. or 6m. away from the sun, there was nothing like a ray, or any trace of any radial structure whatever to be seen. While these observations were going on, the eclipse terminated for the others, but not for me. For nearly three minutes did the coronal structure impress itself on my retina, until at last it faded away in the rapidly-increasing sunlight. I then returned to the Savart, and saw exactly what I had seen during the eclipse, the vertical lines were still visible.

Mr. Davis' photographic tent was below the cavalier in which our telescopes had been erected; and immediately after the observations I have recorded were over, I went down to see what success had attended his efforts. I was hailed when half-way there with the cheering intelligence "five fine photographs," and so they are, those taken at the beginning and end of the eclipse being wonderfully similar, with, I fancy, slight changes here and there; but on this point I speak with all reserve until they have been examined more carefully than the time at our disposal has permitted, and until they have been compared with those taken at Ootacamund, Avenashi, and, I hope, at Jaffa and Cape Sidmouth.—*Nature*.

ESTEEM.

In domestic rule esteem is more potent than indulgence or even than forbearance. When boys or girls go wrong, a very frequent cause is that they are not esteemed at home, or fancy they are not. This esteem must be genuine; it cannot be pretended or counterfeited. Hence, in a governing person there are few qualities so valuable as readiness to appreciate merits, or ingenuity in discovering them, especially the latter. In every large family, or small circle of friends, there is generally some very difficult person to understand. This person is often exceedingly troublesome, and, to use a common expression, very "trying." His or her merits (for he or she is sure to have some) have not been found out. Find them out and appreciate them. A great deal of the trouble of dealing with that person will be removed. The value of imagination in domestic government is very great. If we could have statistics on the subject, we should find, I think, that the children of unimaginative people are particularly prone to go wrong.

It may be noted as a curious fact, that a real belief in unreal merits will serve the purpose. An illustration of this is afforded in a work of fiction. In "David Copperfield," my aunt's belief in Mr. Dick's sagacity saves that poor man, and properly saves him, from becoming the inmate of a madhouse.

An old lady writing to her son warns him to beware of bilious saloons and bowel ailments.

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Wise and Otherwise.

Conscience, in most men, is but the anticipation of the opinions of others.—Taylor.

Trust him little who praises all; him less who censures all; and him least who is indifferent about all.

The only way to make the mass of mankind see the beauty of justice is by showing them, in pretty plain terms, the consequences of injustice.—Sidney Smith.

"Are you playing street car, Eddie?" inquired a loving mother of her little son, who was mounted on a miniature carriage. "No; I'm a funeral," replied the youngster.

That was excellently observed, say I, when I read a passage in an author where his opinion agrees with mine. When we differ, then I pronounce him to be mistaken.—Shelf.

Laziness grows on people; it begins with cobwebs and ends in iron chains. The more business a man has to do, the more he will be able to accomplish, for he learns to economize his time.

As in the silence of the night the ear catches the least sound, so in the solitude of reflection the mind detects soft and delicate strains of thought, unheard in the bustle of the crowd.

A lady wished a seat. A portly, handsome gentleman brought one and seated the lady. "Oh! you're a jewel," said she. "Oh! no," he replied; "I'm a jeweler. I have just set the jewel."

"I believe that mine will be the fate of Abel," said a lady to her husband one day. "Why so?" inquired the husband. "Because Abel was killed by a club, and your club will kill me if you continue to go to it every night."

Humanity, each individual shut up within himself—shut up in reticence, secrecy, and selfishness—becomes as barren of true life and emotion as the dry sands of the sea-shore. Humanity, honestly revealed one to another as to inmost thoughts, emotions and aspirations, becomes the closer knit together from its very separateness.

Here is a new story about Dean Richmond. A modest printer's devil in Albany entered the magistrate's office, fearing that he would be rebuffed when he made his mission known. After a moment's hesitation, he said, faltering: "Mr. Richmond, I believe?" "Yes, what do you want of me?" "I should like, sir, to get a pass from Albany to Buffalo." "On what grounds do you ask for a pass?" (This with a rising and very rough voice.) "On the grounds, sir, that I don't want to pay my fare." Richmond, without another word, wrote out a pass and handed it to the applicant. The boy took it, saying: "Thank you; thank you, Mr. Richmond." "You needn't thank me. I'm glad to accommodate you. You are the first person I've ever known, by thunder, to ask for a pass on the right grounds."

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